

Setting Name and Address	Little Acorns Pre-School C/o Kennington Primary School Kennington Rd, Fulwood		Telephone Number	01772-717881
			Website Address	Littleacornsnursery.uk
Does the settings specialise in meeting the needs of children with a particular type of SEN?	No	Yes	<p>Over the last several years we have gained lots of experience working with children on the Autistic spectrum. We are familiar with using picture exchange cards. We are confident with using various behaviour strategies and all staff are consistent with this.</p> <p>In recent years we have worked with a wide range of outside agencies and have implemented their ideas and strategies into our daily practice.</p>	
		X		
What age range of pupils does the setting cater for?	2 to 4 years			
Name and contact details of your setting SENCO	MANAGER: Mrs Alison Shepherd SENCO: Mrs Stephanie Jenkinson C/o Kennington Primary School Kennington Road Fulwood Preston PR2 8ER 01772-717881			

Name of Person/Job Title	Mrs Alison Shepherd Manager		
Contact telephone number	01772-717881	Email	Littleacorns01@yahoo.co.uk

How Little Acorns Pre-School supports children with Special Educational Needs and Disabilities (SEND)

What our setting provides

Little Acorns Pre-school and Oaks Afterschool Club was originally registered in 1998 and changed its registration status in 2010 to management by a voluntary committee with charity status. It operates from a modular unit with its own enclosed outdoor play area, set in the grounds of Kennington Primary School, which is situated in Fulwood, Preston.

Our building consists of one room and offers free flow play for the children. It is open term-time only providing sessional day care Monday to Friday in three different sessions 8:30am-11:30am, 12:00-3:00pm and 8:30am-5:30pm.

The manager along with the deputy manager is responsible for monitoring the quality of provision on offer within the Pre-School. The deputy also supports the manager in the overall running of the setting. The Pre-School manager is answerable to a voluntary management committee and Ofsted.

The setting supports children with special educational needs and/or disabilities and children who speak English as an additional language. The setting currently employs nine staff to work with the children, all of whom hold early year's qualifications. The manager holds a foundation degree, one member of staff holds a level 4, one member of staff has completed a level 3 in a manager's course.

The setting receives support from the local authority and has gained the Lancashire Quality Assurance accreditation and holds a smile 4life award. We also have been trained for Wellcomm and Simon says an early year's speech and language programme.

Within the setting there are key staff who have additional responsibilities these are as follows

Alison Shepherd – Manager and Education Care and Looked After children

Stephanie Jenkinson – Special Educational Needs Co-Ordinator

Amy Stanhope – Behaviour Co-ordinator

Stacy Lakeland– Parent Involvement Co-ordinator

Accessibility and Inclusion:

Access is through the grounds of Kennington primary school, through large double gates that are key coded and up a slight ramp. There is no immediate parking, however there is parking in the local streets. Entrance to the setting is through a locked door. We have a small entrance area and everything is on one level once inside the building.

The setting has a disabled toilet which is easily accessible and a changing room within the children's toilets with facilities for disposing of nappies. Space

is limited due to us being a modular building; however we would source additional storage to support parents/children's needs.

Within the setting all the provisions are accessible and we are willing to re-organise to meet the needs of children. The setting has small height adjustable tables, painting boards and all resources are on a low level. Within the setting all of the resources are labelled with pictures and are easily accessible.

All of our information is displayed in our entrance hall this includes policies and procedures for the setting, a list of contact numbers and our Ofsted report. Inside the setting we have a large home from home board, for information sharing.

Children and parents who have difficulty understanding are supported through the use of pictures, facial/hand gestures and if needed information is relayed through print. We would support any parents with form filling.

Room

The room is illuminated with led lighting and there are vertical blinds on all the windows. The walls are painted cream and signs and labels are laminated of large print and multi-cultural. All of our display boards are backed in hessian, this provides a calm and home like feeling. The floors are vinyl, carpet and rugs are used in some areas of the room to make comfortable areas for play and relaxation.

The children's toys/resources and storage units are all at child height. Photographs and labels are displayed on the front of all the boxes so that it is clear what is in them. We provide resources to suit the needs of our children. Activities are differentiated to support all ages and stages of development.

The outdoors

The outdoor area is accessible down two small steps or through a gate straight onto the play area. There is a large open space carpeted in the middle with a soft safety floor running around the edges. The area is mainly flat and even and is accessible for children using wheelchairs or mobility aids. We have an outdoor classroom which is large and wooden and up a small step. We have a small exploration garden which has sensory plants and a bug area. The climbing equipment is made of wood we have a large balancing beam and a balancing rope. We have a range of outdoor resources which are accessible on a daily basis and are chosen and adapted to suit the needs of the children attending the setting. All areas of indoor play flow throughout the outdoors and are available throughout the session.

Identification and Early Intervention

When a child starts at the setting we have an induction day and on this day we take time to talk to parents and provide them with information on how learning is planned. Parents are also able to view some children's files who already attend the setting. Within the setting all staff have a role as a keyperson and are responsible for the learning and development of their individual children.

The keyperson is responsible for developing a good relationship with parents and children, keeping parents informed of children's progress, supporting home links, carrying out play experiences for children and completing each individual child's Learning Journey.

All our observations are carried out through the use of a tablet, this is easily accessible to parents on a daily basis. We use observation and assessment to plan for children's learning experiences. Planning informs us of the resources needed to further their interests and develop their skills.

We track children's progress from a starting point which we get from talking with parents, initial observations, 'All about me' and 'What to expect' information. Children are assessed against the Early Years Foundation Stage (EYFS) using the online tracking system. At the end of each term the assessment data is collated and analysed, to track and monitor progress for individual children and groups of children.

We engage parents in their child's learning through the use of Learningbook (online programme) this shows children's learning as they carry it out and parents are able to view this and continue the child's learning at home. Parents are also able to upload photos of their child's learning experiences/adventures at home with a comment, which can also be used to inform planning for a child.

For children who are gifted and talented or require additional support we would provide further planned observations and talks would take place between the keyworker, parents and SENCo. Our Special Educational Needs (SEN) policy provides the context for supporting children through these next steps, this is referred to as the Graduated Approach.

Another next step may be to ask the local authority inclusion teacher to visit the child in the setting to provide some additional advice and guidance to practitioners to support them in meeting the needs of the child. This visit is called a Request for Guidance and can only be undertaken with parental consent.

In our setting we use provision mapping to identify ways in which we support all children in the setting. Provision mapping identifies what we provide for all the children (wave one), requires no support Wave two for children who require a little bit of extra input in a specific area. Wave three for children who require more specialised or intensive intervention.

In addition to the child's learning journey we also undertake the 2-3-year progress check. This is a requirement of the Early Years Foundation Stage (EYFS) and is done for all children in this age group. The EYFS requires us to report to parents on their child's 2-3-year progress check; discussing and identifying strengths as well as concerns. Where the progress check suggests that a child may be experiencing some difficulties or delay in their development this is shared with parents and options/appropriate next steps are discussed.

Practitioners and Practice

The setting works within the framework of the EYFS. Practitioners use Development Matters and the Statutory Guidance for the EYFS to plan provision and activities for the children in their care. The EYFS identifies three prime areas of learning and development and four specific areas of learning and development.

In the early stages we focus on the prime areas of learning and development. We mainly focus on securing communication and language, physical and personal, social and emotional development.

When planning work for children with special educational needs we give due regard to information and targets contained in the child Individual Education Plan (IEPs). All staff aim to establish good working relationships with all children, treating them with kindness and respect and follow our Behaviour Policy, using positive behaviour strategies.

Our learning environment is created with stimulating resources and displays to interest and engage children. We encourage children to access resources independently and to help to tidy away at the end of the session through a tidy up song.

The setting holds parents evenings twice a year to inform parents of how their child is progressing. We also supply parents with a home from home booklet that keyworkers and parents communicate with on a weekly or daily basis. Parents are also able to speak to keyworkers on a daily basis when their child enters or leaves the setting.

Parents are always made welcome and encouraged to take part in activities at Pre-School. We also ask parents if they would like to share something that they enjoy doing e.g. baking or gardening. Parents are involved through using the home books and are encouraged to bring in pictures of the child's family.

The setting has a Bear which children take home and record their adventures through words and pictures. We hold coffee days and fundraising events, the setting has had parents doing mendi patterns on the children to learn about diversity and other cultures.

Children are encouraged to express their views about their own learning through their Learning Journey. Children are able to access their Learning Journey at any time and they are encouraged to share it with practitioners and

each other. In addition to these informal opportunities to share the Learning Journey, each term the key person sits down with the child and they look through the Learning Journey together. The key person talks to the child about the things they have done which can be included in the child's Learning Journey.

Provision and Resources

Children are provided with resources that are developmentally appropriate for their phase of development. We ensure that there are resources available that overlap with the age phase below and above so that children who are developing more slowly or more quickly can access resources appropriate to their stage of learning and development. We are using our provision mapping to help us to identify some of the resources and activities available to support children's needs

We generally have high staff to child ratios that exceeds the requirements set out in the EYFS statutory guidance.

All practitioners are encouraged to work with external professionals who visit children in the setting, some will have more experience of this than others but they are supported by the SENCO. For some children it may be the case that at specific times of the day they require additional support. As a setting we attempt to make reasonable adjustments to provide this. We look to provide additional support flexibly using additional staff if this is appropriate.

Reviews:

The setting offers termly updates through informal chats and a written end of term update identifying next steps both at the setting and at home. We organise parent's evenings and stay and play sessions informing parents about the play opportunities that the children may have been involved in during the term.

Home link books are used on a weekly basis as a two way communication tool about what the child has done or are going to do during their time in the setting, but also what they may have done while at home. The 'WOW' tree can also be used in a similar way for those parents who would prefer to share achievements in this way. These achievements or particular interests are then added to planning when appropriate.

Transitions

When a child is given a place at the setting we ask parents to visit the setting with the child on an induction day as this gives them a chance to look around and complete the necessary paperwork. Parents are then asked to bring their child over a period of time to enable the child to settle and this can take several weeks.

Children can bring a comforter if this is required to settle them. On starting at the setting parents are asked to complete an 'All about me' booklet and children are given an initial keyworker who will work closely with the family and the child to help them settle, however the keyworker could change if the child forms a close bond with another member of staff.

When a child is transferring to a new setting or the next stage of education it is important that we support their transition. To do this we ask teachers to visit the setting to meet the child. We set up a school room in the Pre-School and ask parents to bring in the child's new school jumpers and book bags and we talk about it at chat time with their friends. If children are transferring to the local school we arrange story time once a week, to get them used to a classroom environment and the teacher.

As soon as a child receives their acceptance letter for their new school, any SEN requirements will be brought to the attention of the teacher and a formal report is sent highlighting the strengths and needs of each child, alongside any action plans the child may have in place. We would ask the setting if they could or if we could make a transition booklet (social story) to support the child's settling in and we would set up extra visits along with meetings.

When a child with special educational needs starts at the setting we would update our Access Plan to suit this child's needs and on transition to another setting we would share the information with them to help them to continue support for the child and their needs. We also carry out a risk assessment on the child's needs in the setting to support the child, other children and staff.

When a child moves to a new setting we provide the setting with a report giving the child's stage of development in each area of the Developmental Matters and we would try to set up a face-to-face meeting talking through the child's likes and dislikes and their friendship groups.

Staff training

Within the setting all staff have level three childcare qualifications or above. All staff have had experience of working with autistic children either in special school, mainstream school, out of school clubs or nurseries. Staff are confident in using PECS (Picture Exchange Communication System) cards and 'now and then' boards.

Over the last three years we have had a number of children with special educational needs. This has led to several of the staff undertaken various courses to support their learning in working with children with special educational needs. As a setting we have had input for various outside agencies to support the practitioners understanding of working with the children and we have used allocated funding to provide extra resource for children with additional. We are always looking to build on our professional development and are always looking to attend courses to improve our skills in all areas.

All practitioners have Level 1 safeguarding training, first aid and Level 1 CAF, management have Level 2 safeguarding training. And some staff have completed the following training courses:

- Wellcomm speech and language for Early Years
- Managing behaviour in early years settings
- Provision for 2 year olds
- Counselling course

As a setting we also seek to support practitioners to further develop their knowledge and understanding of a range of additional and special educational needs. We can access support and additional information from our local Early Years Team and Preschool Learning Alliance for both staff and parents.

In June 2012 we were accredited with the Lancashire Quality Award as part of this we had to complete a portfolio which included working with parents and special educational needs.

In summary

- Parents can contact their keyperson or co-keyperson to discuss anything about their child.
- Key persons are available at pick up and drop off times for discussion, however for lengthy or confidential conversations, appointments can be made.
- The manager is always available to speak to. We have a complaints procedure and information can be found in your welcome packs.
- Parents can phone 01772717881, write a message on Learningbook, e-mail littleacorns01@yahoo.co.uk, or write in their child's home link diary to contact members of staff and if they are not available immediately will always reply!
- All staff are involved in the care and education of your child, alongside yourselves as parents/carers and any other professional who can provide additional support for any additional needs.
- Little Acorns Pre-School has an open door policy and parents are welcome at any time.
- Parents are given termly updates suggesting appropriate next steps and progress made.