



SEN and Disability

Local Offer: Early Years Settings

Name of Setting: **Noah's Ark-Coppull Parish
Pre- 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

When saving your local offer please use the following format:

LO-SETTINGNAME

eg: LO-FLUFFYBUNNIES

Setting Name and Address	Noah's Ark Coppull Parish Preschool		Telephone Number	01257 795187
			Website Address	www.noahsarkcoppull.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:	
		/		
What age range of pupils does the setting cater for?	2-5 yrs			

Name and contact details of your setting Senco	Karen Donley. 01257 795187 auntiekaren@noahsarkcoppull.co.uk
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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	Ruth White (Manager and Nursery Co-Owner) Karen Donley (Senco and Nursery Co-Owner)		
Contact telephone number	01257 795187	Email	auntieruth@noahsarkcoppull.co.uk auntiekaren@noahsarkcoppull.co.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.

Please give the URL for the direct link to your Local Offer			
Name		Date	

Please return the completed form by email to:

IDSS.SENDReforms@lancashire.gov.uk

The Setting

What the setting provides

Noah's Ark Pre-school is a small friendly sessional nursery situated in the village of Coppull. Karen and Ruth established Noah's Ark in 2008 believing that a nursery that served the community would be valued and appreciated. Our vision has become more established with a primary aim to care for children in a strong nurturing environment that offers free flow access to the outdoor area, promotes children's independence and focuses in on growing children's well being and social skills.

We are a family setting and also believe that parents need caring for too. As parents ourselves, we appreciate the difficulties and challenges faced with child care and moving our children out of the security of our homes into the big wide world. Equally, there is always the challenge of when is the 'right' time for them and us to do this. For these reasons we are careful with families when settling in and endeavour to help the process of decision making. We ensure that we provide a homely feel with friendly practitioners and a quality environment.

We are registered for 20 children per session. We offer a range of sessions from mornings, afternoons and full days. The nursery is currently open term time only and from the hours of 9.00am - 3.30pm. We have one main room, 2 bathrooms and a large outside area to which all children have free flow access. All our staff are qualified and experienced practitioners with all having gained level 3 childcare qualifications as a minimum. Ruth (Manager) has a foundation degree, BA Early Years Leadership and has just completed working towards her Early Years Teacher Status, I'm currently studying at level 5 and one of our staff is a forest school leader having qualified at level 3. In addition to being practitioners and key persons we also carry responsibilities of Special Educational Needs Coordinator (Karen Donley)

2 Safeguarding officers (Karen Donley, Ruth White)

Parental Involvement Coordinating Officer (PICO) (Kate Smith)

Behaviour Manager (Ruth White/Karen Donley)

Karen and Ruth (Nursery Manager and Owners) have overall responsibility for the nursery.

We offer 10 areas of continuous provision indoors, including, sand, water, painting, workshop, mark making, quiet/book area, malleable, role play, small world and construction. These areas are enhanced to develop children's interests. The outside area is accessed via a ramped decking area, this also used as a learning environment offering, a mud kitchen and natural area, water play, sandpit, gravel pit, a role play house, small world area, construction on a large scale, quiet/book area and climbing equipment. Parts of the

outside area are decked, paved, barked and a large area has a safety surface. It is secure with a fence running all the way round and a large set of locked gates. We offer free flow to the outdoors. This enables children to become independent learners, build self-esteem and self-confidence along with learning social, emotional and physical skills whilst appreciating the outdoor environment.

Accessibility and Inclusion

What the setting provides

Our nursery is committed to the inclusion of all children. Our Special Educational Needs and Disability policy conforms to the Lancashire local authority admissions policy, giving priority to children with Special Educational Needs, where possible.

Some of our policies are available on our website and are all accessible in the nursery. If you would like a copy of any of our policies, please contact Karen or Ruth.

The management are responsible for ensuring regular fire practices are carried out to ensure all practitioners and children are confident with the evacuation procedure.

We have a separate medicine policy for children that may need medication whilst at nursery. A medication form will be required to be completed and signed by a parent/ carer before any staff member is able to administer the medication. Administration is always witnessed and at the end of the child's session, a signature is required by the parent to acknowledge what has been administered during that day. If a child needs long term medication, we work with local health teams together with parents to put a care plan in place.

Our nursery is located in an old Village Hall, with a ramp and hand rails through the main entrance, As we are in an old hall, we are all on one level and currently have 2 children's bathrooms and 1 standard bathroom. The children's bathroom's help to promote independence and privacy for the children in our care. We have six large windows within the main room which offer lots of natural lighting and it is also illuminated by 7 strip lights. The walls are painted in cream and the doors are painted in a dark caramel colour. Our main entrance, 1 bathroom and the door leading to our outside area are all wider than standard door width.

We have vinyl flooring throughout the setting, with rugs to create a warmer, more sensory experience in some areas. We use fabrics and drapes to absorb some of the noise and create cosy areas. All of our furniture is movable, which facilitates the staff being able to rearrange the room to best suit the individual children in our care.

Our displays are of a mixture of colours and textures to create a bright and stimulating environment. We have a community display which displays information about what's happening in our community and local support networks. Our Parents display offers information about our setting, newsletters, Ofsted details, and information on infection control/ exclusion periods for certain illnesses. We endeavour to reach out to all parents/carers accessing our setting and will make adjustments to ensure that information is shared. This may be through the form of providing documents in other languages, Braille or verbally sharing information etc. We work with each family on an individual level as we appreciate that as all children are unique, so are

their families.

Identification and Early Intervention

What the setting provides

At Noah's Ark we believe that in order for children to reach their full potential, parents and staff need to work in partnership. We closely monitor children's progress and development through observations. Each child has their own learning journey which includes observations and photos which is then linked to the areas of learning and development within the Early Years Foundation Stage. We then use these observations to plan for the children's next steps. The children's learning journey is put together by the child's key person. Parents are encouraged to be a part of their child's time at nursery and can help us to learn about their child's likes, dislikes and current interests. We encourage parents to build close relationships with their key person and discuss their child's development. We offer a range of communicating with our parent's, we can use home link/ liaison books, email, phone calls or face to face. The key person will explain how the learning journey works to their families and how they can contribute to it. Within the 1st 3 weeks of a child starting nursery at 2 yrs we carry out a development check. This gives practitioners an understanding of what the child can already do and identifies any strengths or weaknesses. This development check is discussed with parents and they can input on things they feel their child may already be doing at home. We also carry out a baseline assessment for our 3yr- 4yr old upon admission, again this gives the key person a sound knowledge of the individual child's development. If any concerns are raised either by the child's carers or by the key person, they are acted upon. If a child is showing a particular delay or is not making progress in a particular area, we work with parents and other professionals to provide the appropriate next steps. For some children the next steps may be the key person planning to target a specific area of learning/ experiences. This would then be reviewed to see if the child is making progress or whether further input is needed. For other children we may need to include a targeted learning plan where specific plans are put in place, alongside parents to set specific goals and to put steps in place to help the child achieve them. For suspected delays in the speech and language area of development, we would consult with parents and seek permission to refer to a speech and language therapist for advice and support. We may also ask for the local authority Inclusion Teacher to observe the child in nursery, to provide additional advice. This process is called 'Request for guidance' and again would only take place with parental consent. We strongly believe in working with parents and we include them in each step of the process. All of our steps in supporting and identifying children with additional needs is outlined in detail in our Special Educational Needs policy, which is available either in nursery or on our nursery website.

What the setting provides

As a setting, we follow the EYFS and emphasize on learning through play. We ensure that children are at the centre of all we do and therefore we follow the children's lead. Our aim to promote children's independence means that children access our environment and resources with freedom to make choices. Your child's key person supports learning and development by carefully planning and nurturing your child's natural play. We promote children's well being and social skills through recognizing emotions of ourselves and others, supporting play together and nurturing relationships. Our nursery is staffed by highly skilled practitioners, all having Level 3 childcare qualifications as a minimum. We strongly believe in providing quality care alongside nurturing relationships. Our staff are committed to providing stimulating experiences for their key children and work within the The Early Years Foundation stage, which is split into 7 areas of learning and development.

There are 3 **Prime** areas which are

- Personal, Social and Emotional Development
- Communication and Language
- Physical Development

And 4 **Specific** areas are

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

There are opportunities for both child and adult led activity. Noah's Ark adapts their learning and play experiences to ensure they are accessible by all who wish to access them. We appreciate that we are all unique and that for some children the scales of differentiation may be very different for some children. It is the partnership between key person and parents that enables a child to grow and develop. At Noah's Ark we believe that all children have a right to be themselves and to grow at their own pace with gentle encouragement and support.

Concerns would be initially highlighted through the significant comments and the key person would discuss these concerns with the nursery manager and SENCO. Additional, more focussed observations would be carried out to find out more and a tracker would be completed following the early support links to the EYFS document. We would then plan for target interventions which would then identify small steps, progress would be reviewed on a six weekly basis and this would be shared with parents.

Teaching and Learning Part 2 - Provision & Resources

What the setting provides

All our nursery practitioners have level 3 qualifications as a minimum and have a wealth of experience working with children. Our nursery manager has a BA in Early Years leadership and oversees the day to day running of the setting. The SENCO supports practitioners with their individual children and coordinates meetings and reviews.

Support and advice is sought from our inclusion teacher/ other services as and when we feel we may need extra advice or support.

Our environment (inside and outside) is equipped with age appropriate resources and experiences. It is the role of the key person to plan experiences and resources to meet the needs of their key children, following their interests.

If a child requires resources or equipment that the nursery currently doesn't have, we take every step possible to either purchase, hire or loan what is necessary. We have a budget for providing the necessary equipment/ care for children with additional needs, from our AEN/AIS funding.

Any external professionals that have contact with a child are encouraged to build gentle relationships with the child alongside the key person or SENCO. We welcome advice and support from other professionals and encourage partnership working between the setting, parents and professionals. The SENCO oversees any additional support and implements Targeted Learning Plans and reviews.

If a child needs additional adult support, the nursery endeavours to meet the need.

When we plan a nursery trip we always consider the accessibility and whether it meets the needs of the children in our care. Risk assessments are carried out and are available for parents to view.

Reviews

What the setting provides

When reviewing children's development we work in partnership with the child's parents. This involves: working with other professionals, following programmes and advice.

Use of the CAF TAF process for children with additional needs. Working in partnership with the family and the Local Authority for children with more complex needs.

- Stay and play sessions
- Home visits
- All about me documents completed by the parents and child
- 2 year development checks
- Baseline assessments / EYFS trackers
- A strong Key Person relationship where interactions are meaningful and ongoing
- Daily opportunities for key person/ parent discussions
- Home liaison books
- Termly reviews of children's progress by their key person
- Targeting learning plans
- Parent forum
- Referrals to external agencies
- Transition Documents

Transitions

What the setting provides

When a child is due to start at our Nursery we always recommend that the family do stay and play sessions prior to them starting, as we believe that in order for children to learn and develop, firstly they need to feel happy and secure with the environment and the practitioners. These sessions are offered alongside home visits. The home visits are optional and some families find them very useful, were other children may not need that level of support. We use these sessions as an opportunity to learn more about the individual child. We work together with parents to build strong relationships. If the child has any additional needs, and adjustments need to be made, then we endeavour to make such adjustments to our practice prior to the child attending the stay and play sessions. We may ask the parents of a child with an additional need to risk asses the settings environment with the nursery manager, this often highlights parents concerns and helps us to work together to address any worries. If the child attends any other settings such as a childminder or another nursery, we try to establish links through a liaison book to share the child's care.

When it comes to the summer term and our children are entering their last term with us before they head off to school, we introduce school uniforms in our role play area. This helps the children to practice putting them on by themselves and also helps the children to recognise what their uniform will look like. We talk to the children about going to school and hold transition evenings for parents to attend. This is an opportunity for parents to gain an understanding of what to expect when their child starts school. We hope this helps to ease any concerns or worries that parents may have. We ensure that parents are aware that they can discuss any concerns with their key person at any point.

We produce a detailed transition document for each child that is moving on. This includes an assessment of the child's development, key person's comments on the child, the child's voice and it is then sent home for parents to read and comment. Once this is completed, with parental consent it is shared with the child's reception class teacher. We contact the schools and invite the class teacher to our nursery to meet the children in a familiar environment. Where a child has an additional need or there is a worry that the child may need extra support with the transition into school, we arrange transition meetings where the class teacher, key person and parents can discuss their options and put strategies in place. We would complete a more detailed transition plan which would identify times within the day that the child may find difficult and include strategies and actions that the nursery have used to support the child at these times. In some individual circumstances the child's key person has also attended the school with the child for a taster visit.

At Noah's Ark we believe in raising children's confidence and self esteem, we teach them the skills to become creative, resilient and independent little people. With these skills in place we hope they will be on the right path to enjoy and achieve at school.

Staff Training

What the setting provides

Our team currently consists of

Ruth White (Nursery Manager/Owner)

BTEC National Diploma In Early Childhood Studies

Foundation Degree in Working with Children and Young people

BA Early Years Leadership

Early Years Teacher Status

Karen Donley (Nursery Owner/SENCO)

NVQ level 2 Children's Care, Learning and Development

NVQ level 3 Children's Care, Learning and Development

Currently studying

Diploma level 5 in Leadership for Children and Young Peoples Services

Kate Smith (Nursery Practitioner/Team Leader)

NVQ Level 2 Children and young people's workforce

NVQ Level 3 Children and young people's workforce

Currently studying

A leadership course.

Pippa Williams (Nursery Practitioner)

NVQ Level 3 Teaching Assistant

Kelly Gaskell

BTEC National Diploma in Early Years

The setting has been accredited with the 'Step into Quality'

Ruth and Karen work across the whole setting, providing support to children, practitioners and parents.



Further Information

What the setting provides

You are welcome to contact Ruth (Nursery Manager and Owner) or Karen (Nursery Owner and SENCO) on 01257 795187 or call in at the nursery to arrange a visit. You can also contact us via email should you wish to discuss any concerns.

auntieruth@noahsarkcoppull.co.uk

auntiekaren@noahsarkcoppull.co.uk

If you need to contact any of the staff they also have their own email address which can be accessed via our website or we can arrange for a meeting with your key person / telephone call.

We strongly believe in getting it right for children and therefore want parents to be open and honest with us, after all they are the reason we do what we do.