



Little People at The Limes  
SEND Local Offer 2023/2024

## Our setting

Name and address- Little People at The Limes, Berry Lane, Longridge, PR3 3JA

Little People at The Limes is set in a former Edwardian residence on the main thoroughfare through Longridge. We are a full day-care provision for children aged 0-5 separated into four age groups.

Lilypads 0-14 months (9 children)

Tadpoles 14 months – 2 years (18 children)

Frogs 2 – 3 years (18 children)

Pre-School 3-4 years (32 children)

We have 20 members of staff which include, 4 room leaders, deputy manager and manager/owner who has been here since opening in 2012. We have a SENDCo who works closely with the children, gives staff support and advice, reviews, and updates progress paperwork, attends meeting and liaises with external professionals. We have a Wellbeing Officer to offer support to both the children and staff, Parental Inclusion Coordinator, Behaviour coordinator and Equality Needs Coordinator.

Owner/Manager- Jane Priest

Deputy Manager- Lisa Thomas

Designated Safeguarding Lead- Jane Priest

SENDCo- Bethany Clegg

Wellbeing Officer- Jane Priest

Parental Inclusion Co-ordinator- Bethany Clegg

Behaviour Coordinator- Lisa Thomas

Equality Needs Coordinator- Lisa Thomas

English Addition Language Co-ordinator- Clare Prodger

We offer full day sessions (with flexibility where necessary)

8am-6pm, with early start from 7am (pre-booked)

### Accessibility and Inclusion

The building is wheelchair accessible, with wide doors and a ramp up to the main entrance.

There is a car park directly in front of the nursery building.

Accessible toilet for disabled and low level children's toilets and sinks.

Furniture is child appropriate with low level accessibility for all children. It is also movable to accommodate larger space as and where necessary.

All resources are age/stage appropriate, and we use elements of the Curiosity Approach to encourage provocation and critical thinking with open ended resources. We use a large variety of natural resources to create a calming atmosphere where children can explore, analyse, and investigate using all their senses where appropriate.

We are able to make reasonable adjustments to meet a child's individual needs to their room(s) or routines.

Resources are clearly labelled within a text rich environment with photos attached to help children independently access.

Open ended questions are displayed to enable staff to initiate provocation with all children and particularly the less confident/verbal children.

Policies correlating to children and families are accessible to all on the website and can be made available in different formats as required. We have information accessible to parents and practitioners in the building on display and on our app 'Family'.

Visibility prompts are used for children who require extra support or struggle with routines or communication, for example, visual timetables, family pictures, 'now and next boards' and PECS.

Practitioners demonstrate Makaton and encourage the children to use this, particularly in the early stages of verbal communication. Practitioners encourage and celebrate all cultural celebrations.

### Identification and Early Intervention

Little People at The Limes have a strong key worker system who strive to know their children thoroughly so that they can build positive relationships and adapt to their routines accordingly. Practitioners work on building good relationships with parents and carers and encourage them to speak to them if they have any worries or concerns regarding their child's development. If a practitioner has concerns about a child's development, they may seek advice from their room leader and SENDCo. Their development may be monitored more closely for a little while before discussing with parents. Key workers try to be on 'handovers' as much as possible so that they can discuss the child's day, any changes or issues and inform about stickers and 'WOW moments'.

We use 'Family' to track, relay messages, send pictures, add meals, activities, and observations on a daily basis. Parents/carers can message key workers at any point during the day to ask questions. They can also share observations from home, inform us of any changes, general family life, favourite things, and outings to help staff get to know families as well as key children. This is particularly good for families not seen on a daily basis, or those working full time and/or unsociable hours, to keep ongoing contact.

Key workers are responsible for recording and monitoring progress, as well as '2 year checks', baseline assessments and tracking in accordance with the EYFS. This highlights any areas not being met that can then be monitored and planned for. If a child is identified as needing extra support through this method, the key person will discuss with parents before

drawing up a plan with our SENDCo to support them. Our SENCO is highly experienced and in close contact with the Inclusion Team who come into the setting on a regular basis. We also have links to the Community Health Visitor, the Children and Family and Well-Being service and Speech and Language. Our SENDCo will liaise with relevant professionals and attend meetings.

Our SENDCo works with the keyworkers to ensure that appropriate plans are in place and 1-1 activities are carried out if necessary.

We also 'The Wellcomm Toolkit' which is a speech and language toolkit for screening and intervention for children aged 6 months to 6 years. This screening tool will help identify areas of concern in order to ensure that the right support is put in place. There are lots of ideas, activities, and strategies for children of different ages and abilities. This would only be done after discussion and consent from parents/carers.

### Teaching and Learning Part 1- Practitioners and Practice

Our Teaching and Learning follows the guidance set out in the Early Years Foundation Stage (2021) document, laid down by the government to guide practitioners in early years settings. Our ethos has evolved over the years with the belief that our children 'learn through play' following individual interests building on 'what they already know and can do'. Key workers actively seek information from parents/carers in order to plan activities and resources to engage their minds. This information informs staff of likes and dislikes, so they can provide the care needed to ensure children feel safe and secure in the setting. For a child with additional needs, our SENCO will become involved to gain a holistic view of each child in order to meet their individual needs in a co-ordinated manner.

Each age group/room is set out in a manner that incorporates different types of play – messy, constructive, mark making, role play, quiet areas, reading spaces, cosy spaces, home environment – all with 'real' resources that children would find at home. We have all this in our 'continuous provision' with enhancements to follow the children's interests, both collectively and individually. Assessments are completed termly, with the baseline as a starting benchmark. This assessment provides the key person with a guide as to where the child began and enables staff to see the development in each area. This is shared with parents at 'parents evening' and online so that they can add their own comments and views. Progress can be discussed with keyworkers at any time, not just limited to once a term, especially where there are, or have been, concerns. Soon after the child's 2nd birthday we complete a '2 year check' which, when used alongside the health visitor's version, can provide an overall assessment of where that child is, in their development. The role of the key person is to provide support for individual children in their learning and development by observing them in their play and within activities both child and adult led. The key person is the very first point of contact for parents/carers if they have any concerns. They collaborate with their peers regarding information and help with the planning of activities that will stimulate and engage each child. Activities are age/stage appropriate, with the help of our SENCO where necessary, to provide inclusion for all children. Targeted Learning plans are drawn up to be more specific for individual children. Children and families are actively

encouraged to share current interests so that key persons can plan exciting and suitable activities. The SENCO works closely with the settings Parental Inclusion Co-ordinator, who can suggest how to access other, external services for support for both child and family. Children are encouraged to express their views in whatever form is appropriate for them, be it spoken, written, scribed, sign language, body language, pictures, paintings, drawings, music, dance, stories, circle time etc. We have lots of small cosy areas for children to chat, sit quietly, cuddle up etc.

Children are involved in their learning and planning as practitioners follow 'in the moment planning' which means key workers plan activities and learning opportunities through the child's interests- we find that this keeps the children interested and involved.

### Teaching and Learning Part 2 - Provision and Resources

Resources are checked and reviewed regularly to ensure they meet the needs of the children. We have labelled boxes with pictures so that the children have a clear understanding of where everything belongs. Children are encouraged to respect all resources and help tidy away at the end of the sessions to give them 'ownership' of their surroundings and know where to find favourite things when they arrive. During planning, we encourage staff to 'request' specific resources to complement individual plans.

All practitioners in nursery are Level 3 qualified, 1 Level 5 and 2 Level 6 and several apprentice who shadow the qualified, experienced staff.

If specialist resources are required for a child with special educational needs, additional funding may be applied for with parental permission. If additional staff was needed, this could also be done using the Inclusion Fund. Additional training is available to all practitioners, covering a wide range of topics to help support the children and meet their needs. Our SENDCo plans the TLP's, attends meetings, completes paperwork, and cascades her findings, knowledge, and expertise to the other staff. The SENDCo also does regular 1-1 work with children with special educational needs and liaises with their keyworker regarding their development.

A part time practitioner is employed (also works in school) and has completed the Early Talk Programme and is mentoring a small number of children, using the EYPP funding to its full potential. She is also our EAL co-ordinator for a small number of families who have English as an additional language.

### Reviews

Parents can access their child's learning journey on our 'Family' app as well as their assessments and 2 year check. The assessment outline whether a child is 'progressing well', 'give more support', or 'needs specialist support' along with a written overview of each area. Parents can discuss their child's progress with their key worker at 'parents evening' which we have each term. We do encourage our parents to express any concerns or questions they may have at drop off and pick up times too. Parents can message using the app or call the landline with any worries or queries they have.

We involve parents in as much as we can at nursery such as Christmas parties, nativity's, coffee mornings, stay and play sessions and raffles.

### Transitions

To prepare children for their journey with us, we first ask them to complete registration forms and an 'All about me' document to give us a primary insight as a benchmark to start. We invite them in for a look around and offer two (more if necessary) introductory sessions where parents/carers are welcome to stay. We provide a comprehensive information pack giving all aspects of our provision. Our website includes this Local Offer.

Our setting will discuss with the child's primary carers, how the setting could meet the individual needs of the child, by, for example, the use of access action plans if the needs require significant planning for any changes needing to be made.

A key person will be allocated to get to know the family and help them feel secure to leave their child in our care.

If the child is transitioning from another setting, the key worker would gain permission to contact them for information on their learning and developing and SEND up to the present time. If they were 'sharing' care, we would open a two-way communication to keep track of their progress.

If the child is transitioning to another setting, we would invite them in to meet the keyworker and SENDCo to discuss the needs, development, likes/dislikes, and any background information necessary. We would compile a 'learning journey' from 'Family' and with family's permission, pass this on, along with all appropriate documentation

### Staff Training

Within our team of 20 staff, many practitioners have experience with SEND. Our SENDCo has accessed training and courses and is fluent with her assessments and observations within SEN. Our SENDCo works with families, external agencies, and professionals to provide the best individual care and education possible. Each staff member is fully aware of procedures to follow and who to go to at the first signs of delayed development. The management have an 'open door' attitude for any questions or advice they seek.