Oakhill Nursery and Early Years SEND Provision

The Setting

Oakhill Nursery is part of Oakhill Independent School. The nursery is situated near the village of Whalley and serves the Ribble Valley and beyond. The setting is rural and surrounded by beautiful grounds including fields, woodland and a stream. We have ample parking, including designated disabled spaces. We provide an early education and care for children aged from 5 weeks to 4 years.

The nursery is open from 7.30am until 6.00pm for 50 weeks of the year. We offer morning, afternoon and full day sessions. Children attending for a full day are offered breakfast, lunch and tea, as well as healthy snacks and unlimited drinks. Children and parents are invited to two induction sessions before their start date to ensure they settle into nursery with ease.

Oakhill Nursery is organised into six rooms. The majority of practitioners are qualified to Level 3. In addition, the nursery benefits from support provided by Oakhill School's learning support department, subject specialist teachers and by two qualified teachers; two are based within the pre-school rooms.

Ratios of staff to children are in line with the EYFS framework. Each child has a designated key person who is responsible for observing, planning and tracking development ensuring recording and reporting of their progress is closely monitored. The key worker is responsible for a small group of children and creates strong links with parents with communication at its core. Concerns are always discussed with parents and we work closely together to alleviate these.

The nursery SENCO supports the work of the childcare practitioners in meeting individual children's needs. The SENCO supports families of children with special educational needs and is responsible for ensuring that the needs of individual children are met through provision mapping, targeted learning plans and work with individual children. The SENCO works closely with external professionals and agencies, such as social workers, health visitors, speech therapists, educational psychologists, occupational therapy and physiotherapy. The SENCO is responsible for ensuring that individual learning programmes for children with any additional needs or SEND (special needs and/or disability) are carried out and reviewed with parents on a regular basis. The Nursery practitioners are also supported by a specialist teacher from the SEND team to plan effective interventions and play based activities for children identified as having additional needs.

Accessibility and Inclusion

What Oakhill Nursery Provides

Oakhill Nursery is situated in the grounds of Oakhill School and Leisure. There is a car park with designated disabled spaces this serves the Nursery for drop off and pick up and is close to the Nursery buildings. There is a high level of security with CCTV cameras monitoring the whole campus. Visitors are expected to show identification, sign in at the office and wear a visitor badge.

All the rooms are locked and access can only be gained via a member of staff. Each room provides an attractive learning environment tailored to meet the developmental needs and learning styles of individual children. The rooms are organised to promote children's independence and to enable free exploration. Our resources and displays reflect diversity and planning reflects the needs of individual children.

Within the rooms there are identified learning areas, to meet the seven areas of the EYFS curriculum and promote the characteristics of effective learning. Continuous provision is flexible and room layouts can be adapted to cater for individual children's needs e.g. chair height, access to the buildings and space around the room for walkers or wheelchairs. Resources are placed within easy reach of the children and reflect our inclusive practice. Children have access to sensory equipment and a range of good quality resources, which reflect different ages, stages of development and interests. Labels and photographs support communication skills and visual learners and to enable understanding. Individual risk assessments and a fire access plan are in place for children and staff who need support in leaving the building.

The outdoor learning environment is exceptional. The outdoor areas are accessible and secure, having fencing and gates. There are three play areas which are resourced to take their learning outside and deliver a wide variety of learning experiences. Additionally, we have woodlands, an accessible stream and excessive fields, which we include in our continuous provision to give a wealth of opportunities for exploring and investigating the outdoors. Furthermore we also have access to the sports hall with a range of physical equipment to enhance play and develop the children's gross motor skills.

Identification and early Intervention

All new children come for two induction hours, where the child and their routine and development are discussed with the room staff. On the first visit the parents are given the document 'What to expect, when' and asked to fill in a base line assessment booklet to inform the staff of the child's skills and development. Additionally an 'All about me booklet' is requested to be completed to guide the staff in their care giving. On the second visit the booklets are returned and the child stays on their own with the room staff.

Once the child has started to attend we observe them and closely monitor their progress. All children are designated a key worker, on the basis of who the child creates the strongest bond with. The key worker is responsible for daily and weekly observations and using these to plan for your child's progress, initiating next steps for learning. We share observations with parents in the child's individual online learning journey and they can contribute to this via their private access online. This online platform provides summative assessment to show the developmental progress of each child towards the steps outlined in the EYFS framework. This coupled with the 2 year checks enables practitioners to track and target specific areas that need developing and use enhanced and targeted plans to address focus areas accordingly. This will then be reviewed to see how the child has progressed and whether or not additional steps need to be taken to support the child's progress and development.

If it is identified that the particular areas do not show the expected amount of progress, following a discussion with the parents, it may be that a child needs additional support within the session. For example, a number of children each year require additional speech and language input. The key worker would put aside a time when the child can be taken to a quiet area to follow a program set by the Speech and Language therapist.

Should the progress of a child become a concern and attainment is very low for the child's chronological age we request for involvement from an inclusion teacher (see SEN policy). A graduated approach is maintained in requesting additional help from outside specialist agencies and the process is discussed and agreed upon with the parents throughout. We may request guidance from an Educational Psychologist and follow their advice.
Parents are welcomed to come and discuss their child at any time they feel, we also host parents evenings, stay and play sessions and other events, where practitioners and parents can meet to discuss their child's progress and how they can be involved in supporting their development.

Teaching and Learning – Practitioner and Practice

The setting works within the statutory framework of the EYFS. The Nursery school employs three qualified Early Years teachers and other highly qualified staff. The staff use Development Matters 2021, Birth to Five and the Statutory Guidance for the EYFS 2021 to plan provision and learning for the children in their care. The EYFS identifies three prime areas of learning and development which underpin the four specific areas of learning and development. All seven areas are heavily supported through language and communication.

All the Nursery rooms are organised into areas of continuous provision, with resources available at all times for children to utilise in their play. There are also adult focused activities which are planned and differentiated to meet the needs of the children in the group. For some children a greater level of differentiation is required because they have additional or special educational needs. Differentiation may also be needed for children at a much higher level. Practitioners are sensitive to the developmental needs of the children in

their care and when they are differentiating activities and provision have this in mind so that all children are able to access the setting in a way that is appropriate to their needs.

Where more specific input and targeting are required, the child will have a Targeted Learning Plan (TLP) which is agreed with parents and outlines the child's particular needs. Some examples may be early play skills, a 'now and next' board, Makaton or a visual timetable.

All children have a key person. It is the role of the key person to liaise with the child's parents regarding their time in nursery. It is also the role of the key person to help parents to develop ways in which they can support their child's learning at home. Parent information is provided and displayed on the display information boards in each room about elements of early learning development and how this can be supported at home. Parents are able to speak to their child's key person or the teaching staff at any time if they would like further information or advice about supporting learning at home.

Children are encouraged to express their views about their own learning through their learning journey and in joint planning sessions from their learning they discuss what they would like to do and this is used to plan future activities and topics, letting the children initiate their learning. The use of technology plays a large part with all rooms having the use of a number if i-pads the children and staff are able to take photographs and videos. Talking and discussion is a large part of the nursery day and staff endeavour to encourage the children to communicate. The on-line learning journey has the capacity for both staff and parents to report the child's viewpoint.

Teaching and Learning – Provision and Resources

SEN Provision Mapping

Our provision map shows the range of provision, additional staffing and support that can be made available for the setting. A provision map enables the nursery to look at the needs of all the children and identify how we support and include children with SEND.

Provision mapping is a way of auditing provision and showing that resources and funding are used effectively and focus staff on quality teaching and learning for all children. The provision map also helps us to identify any specific training for staff. The provision map displays three waves:

1. Inclusive quality-first teaching for all.
2. Additional interventions to enable children to work at levels typical of a child's age or above.
3. Additional highly personalised intervention.

Targeted Learning Plans (TLP)

A TLP is a teaching and learning plan which identifies focused objectives with action to achieve them. These identified actions are SMART:-

Specific so that the child, key staff and parents know what the child has to achieve

Measurable, so that it is clear when the target has been achieved

Achievable for the individual child

Relevant to the child's needs and circumstances

Time-bound so that the targets are to be achieved by as specific time

Regular reviews of TLPs will take place with parents, key persons and SENCO. The child's viewpoint will be sought wherever possible.

Parent Involvement and Support

We encourage parents to be active participants in children's learning in a variety of ways. These include, parent meetings, stay and play sessions, induction visits, parent's evenings, TAF meetings and other events throughout the year.

We keep parents up to date through monthly newsletters, direct e-mail, Tapestry on-line learning journey, key worker cards with e-mail addresses to establish direct contact, parent notice board. Questionnaires are produced and released to parents should we wish to find out their needs, opinion and requests when addressing any proposed changes in the Nursery.

We will share Information (with parent consent) on transition to reception classes and other settings, creating a child report for other practitioners.

Oakhill Nursery uses resources appropriate to children's ages and stages of development including the use of sensory equipment. We purchase good quality, robust equipment and resources that are open ended to maximise the range of activities we can provide and develop children's creativity. Nursery is organised into areas of continuous provision, with resources being available for the children to access at all times.

Daily focused activities within the nursery are adult led and differentiated to meet the needs of the children. For some children a greater level of differentiation is required, whether at a lower or higher level.

The inclusion fund formally known as AIS funding can be accessed through Lancashire County Council (LCC) and used to increase staff ratios and maintain the support from the Inclusion teacher from LCC to support children with SEND and buy specific resources for children such as visual supports and prompts, speech and language resources, adaptable furniture and physical play equipment. All practitioners are encouraged to work with

external professionals, such as speech and language, physiotherapist, occupational therapists who visit children in the setting, some will have more experience of this than others but they are supported by the SENCO.

The outdoor area is divided into several areas providing physical/active play, creative activities, music, a sand shed, mud kitchen, reading area, giant construction, climbing apparatus and free exploration. We have a wide range of equipment and resources which are designed to be easily accessed by the children safely, such as safety flooring to the climbing area and soft bark in the woodland. Outdoor lighting enables the children to access the outdoor area at all times during the nursery day.

The indoor areas have good lighting and are sympathetically decorated to provide a calm and welcoming atmosphere. All doors are fitted with safety features to prevent trapping. The furniture is adaptable and moveable to maximise space and create a variety of layouts, to reflect the needs of the children in each room. All activities are planned carefully to make sure that they are accessible to all children.

We aim to offer children first hand experiences where possible. Recent visitors have been to meet our children including the community police, firefighters and visually impaired civilians with their guide dogs. We also plan outings to the local area to enhance children's experience and learning. All events are carefully planned, taking into consideration parents wishes for those children with a specific need. A risk assessment is completed before to ensure full accessibility to meet all the children's needs.

Reviews

There are reporting mechanisms in place as mentioned previously, and through the permanently accessible on-line visual learning journey. Nursery practitioner have working hours to ensure continuity of care being able to talk to parents at drop off and pick up, therefore parents are fully informed of the child's day.

In addition, some children with Special Educational Needs and Disabilities may have an Early Help Assessment (EHA) in place which ensures that a Team around the Family (TAF) meeting takes place every 6-8 weeks. This is a multi-agency meeting.

Parents are also involved in the writing of new Targeted Learning Plans, which means a discussion takes place surrounding the progress made and new targets set this would be arranged with the SENCO and your child's key worker.

Children who are involved with the specialist teacher service and have TLPs in place along with other outside agencies involvement may need to have and EHCP (Education Health Care Plan) . As a setting we support this process making sure all the relevant support is put in place to meet the needs of the child so that they can progress along their learning journey.

A parents evening is organised in the autumn, Easter and summer term, so that parents can discuss their child with their child's key worker. For the younger children we hold stay and plays for parents to attend and discuss their child's learning with their child's key person.

Transitions

At Oakhill Nursery we offer support to children and their family when they start attending our nursery or when transitioning to another setting.

Parents are encouraged to visit the nursery to have a look round and talk to staff. Please ring to make an appointment to ensure a member of staff has adequate time to spend with you.

All new children come for two induction hours, where the child and their routine and development is discussed with the room staff. An 'All about me booklet' is requested to be completed this is to give staff information about the child's home life, routines and any specific requests parents wish for the comfort and care of their child. On the second visit the booklets are returned and discussed with parents and the child stays on their own with the room staff.

Should a child be transitioning from another nursery the staff will ask for information from that nursery on request from parents to guide their initial baseline assessment.

On transition to school or to another nursery the key person and SENCO, with parent's consent, will share information and successful strategies with the new setting. When children are at the age for transition to local primary schools, we have a good relationship with the local schools, with many reception class teachers coming to visit their children within our setting and talking to our Pre-School teachers to gain key knowledge of the children. Any appropriate transition programme will be planned, according to a child's specific needs and a written report is produced and sent to both parents and the child's Infant school.

Staff Training

1 staff member with level 7 PGCE with QTS in primary education. Specialising in the early years.
9 staff are qualified equivalent to level 6.
2 of which are qualified primary school teachers
1 has Early Years Teacher status
3 have Early Childhood Studies Degree

The SENCO is qualified to level 4 in childcare and has specialist training as an early years SENCO.
2 Early Years Practitioner are qualified to level 4
25 Early Years Practitioners are qualified to level 3
4 Early Years Practitioners is qualified to level 2
4 apprentice's

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.

On entering the nursery practitioners follow an induction process which includes training on safeguarding and child protection and safer working practice.

All nursery practitioners have completed:

Paediatric First Aid Training, Level 1 and 2 Safeguarding, Level 2 Food Hygiene, E- Safety, Prevent and Oral health training. In addition to this we ask all staff to do a number of health and safety training, moving and handling, fire safety, risk assessments and working at heights.

The following training courses have also been completed:

Angela Ragen –Deputy Designated senior lead (safeguarding) and Safer Recruitment

Gemma Curley – Deputy Designated senior lead (safeguarding) Safer Recruitment

Emma Baxter - Deputy Designated senior lead (safeguarding) and specialist training as an early years SENCO, Safer Recruitment, Positive Behaviour Management,

Olivia Ashworth – Deputy manager Makaton trained 2019 and speech and language support trained, Safer Recruitment and Deputy Designated senior lead (safeguarding)

Laura Shaw & Michelle Steer - CLA training

Samantha Evans – pre prep teacher and Forest school leader.

Please feel free to contact one of the Nursery Managers, Angela Ragen or Gemma Curley or Deputy Manager Olivia Ashworth and SENCO Emma Baxter on 01254 824880 for any further information. Parents can also speak directly to their child's key person or room leader on.

If a parent is unhappy we have a complaints policy and procedure- the Nursery Manager would be the person to speak to in the first instance.

There is an open door policy at the Nursery, however, it may be better to ring in advance then the Nursery Managers or Deputy Manager can be made available. Contact can be made via the Nursery office or the School main reception.
Further information and copies of policies can be obtained from:

The Nursery Managers – Angela Ragen and Gemma Curley

Deputy Manager Olivia Ashworth

SENCO – Emma Baxter

Email: nursery@oakhillschool.co.uk

Telephone: 01254 824880