



SEN and Disability

Local Offer: Early Years Settings

Name of Setting: **Shining Stars Nursery**

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.SENReforms@lancashire.gov.uk

When saving your local offer please use the following format:

LO-SHININGSTARSNURSERY

Setting Name and Address	Shining Stars Nursery		Telephone Number	01772 204299
	14 Avenham Road Lancashire Preston PR1 3TH		Website Address	www.shiningstarsnursery.com
Does the settings specialise in meeting the needs of children with a particular type of SEN?	No	Yes	If yes, please give details: Shining Stars Nursery supports children with a range of additional educational needs, so that they can access all areas of the Early Years Foundation Stage curriculum. Depending on the need of the individual child the nursery will at all times provide resources and support required.	
		✓		

What age range of pupils does the setting cater for?	0-5 Years
Name and contact details of your setting SENCO	Abeda Gangat

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	Abeda Gangat		
Contact telephone number	01772 204299	Email	preston@shiningstarsnursery.com

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	Abeda Gangat	Date	27/10/2023

Please return the completed form by email to:

IDSS.SENDReforms@lancashire.gov.uk

The Setting

- What type of setting is it?

What age group does the setting cater for – 0-4, 2-4 0-4 and before/after school clubs etc?

How many children are you registered to take in which age groups? How are the age groups organised?

Who are the key staff? (room leaders, manager/supervisor, SENCO, person with responsibility for behaviour, PICO, ENCO etc.)

What the setting provides

Shining Stars Nursery is located in the basement of a church building. The facility is a single-level space with a spacious room that is designed to create a natural calming atmosphere. The room is divided by a partition, with one side dedicated to children aged 0-2 years and the other side for children aged 2-4 years.

The nursery provides access to two enclosed outdoor areas, one on each side of the building, for outdoor activities. In addition to regular childcare services, Shining Stars Nursery also offers a holiday club for children up to the age of 8 years.

Registered Provider: Riyaz Atcha

Area Manager: Abeda Gangat

Deputy Manager: Rahima Atcha

SENCO (Special Educational Needs Coordinator): Abeda Gangat

Accessibility and Inclusion

- How accessible is the setting environment?

Is the building fully wheelchair accessible? Do you have accessible parking spaces? Have there been improvements in the auditory and visual environment? Are there accessible changing/toilet facilities? How do you improve access to the setting?

- How accessible is your information - including displays, policies and procedures etc.

Do you have information available in different font sizes, audio information, Braille, other languages etc. How does the setting communicate with parents and families whose first language is not English? How is information made accessible to parents and families with additional needs?

- How accessible is the provision?

How is the room organised, how can it be changed to meet the needs of children with SEND?

How do you make use of resources such as symbols, pictures and sign graphics to support children's access to resources? Do you have furniture such as height adjustable tables or alternative ways of presenting activities so that children can access them?

What the setting provides

- The Nursery setting has disabled toilet and access to push taps to encourage children to be independent.
- We are happy to be flexible in the use of our building to accommodate children's needs and to consider making reasonable adjustments to our premises within our financial capability.
- When we have a child in nursery with accessibility issues, we shall closely monitor our

provision, in terms of physical accessibility, curriculum access and toilet/changing facilities.

- The setting will provide on request material (parents' pack etc.) to be available on tape and in large font. Contact details available if materials need "translating" into Braille. Any other information will be made available, on request, according to need.
- The organization of the room is adaptable to meet the needs of children with Special Educational Needs and Disabilities (SEND).
- Resources such as now and Next boards, Routine boards, the use of WELLCOMM assessment tools are employed to support children's access to materials. The setting provides furniture like height-adjustable tables and alternative ways of and alternative ways of presenting activities to ensure accessibility for all children.

Identification and Early Intervention

- How does the setting know if a child needs extra help and what should a parent do if they think their child may have special educational needs?
How do you identify children with special educational needs? (Refer to how you monitor children's progress - including the 2-3 year check)
How can a parent raise any concerns they may have?
How do you access additional advice and support? (Make reference to the setting's SEN/Inclusion policy and how this identifies the graduated response the setting follows).
- How are decisions made about how to support a child?
How do you determine and plan for additional support from within the setting? Describe the decision making process. Who will make the decision and on what basis? Who else will be involved? How will a parent/parents be involved?

What the setting provides

- During the initial contact when inquiring about a place for your child, it is highly beneficial for us to have as much information as possible about your child. If your child has a known diagnosis or any concerns, it would be greatly appreciated if you could share this information with us at this early stage. Before accepting a child with additional needs, we carefully consider our capacity to fully address their individual requirements within the framework of our setting. Our primary aim is to ensure that we can offer each child the best possible start to their early education.
- The assigned Key Worker will maintain ongoing communication with parents.
- The Key Worker will conduct and monitor the child's progress through observations.
- Initial discussions about the child's needs should take place with the manager.
- Staff track children's progress using the EYFS Tracker.
- We consider information provided in health visitor reports.
- 2-year progress check is performed at our setting.
- Regular observations on the child's development are consistently monitored.
- Staff collaborates with the inclusion teacher regularly to seek advice.
- We follow Early Years Action and Early Years Action Plus (see SEN policy for more details).
- Parents and carers are integral participants throughout the process.
- Shining Stars Nursery warmly welcomes children of all abilities and needs, making reasonable adjustments to accommodate individual requirements. We actively collaborate with families and external agencies, including local Health Visiting teams, Speech and Language Therapy, Autism Support, and SENCOs, to provide support for children with additional needs. We are committed to working in partnership with parents to identify and address support requirements.
- Children are regularly observed, and if a staff member has any concerns about a child's progress, they will refer to the SENCO. Parents and carers will be involved, and further observations will be carried out. The views and wishes of parents and carers will be respected throughout the process.
- Staff will offer support to both the child and the parent at all stages of the process, maintaining strict confidentiality. Parental consent will be obtained at every stage of the process.

Teaching and Learning Part 1 – Practitioners and Practice

- How is teaching and learning developed in nursery?
Provide a brief overview of the context of the EYFS and the requirements within it – SEN requirements within the EYFS. Organisation of the setting – areas of provision, enhancements to areas of provision etc.
How is children's progress and development monitored? (Baseline assessments?, termly reviews?, parent & key person conferences?, 2-3 year development check)
What is the role of the key person for all children.
What are the setting's approaches to differentiation generally and for children with SEND?
- How will the early years setting's provision and staff practice support a child?
What is the role of the key person where children have additional needs/SEND and senior staff i.e. room leader, the role of the SENCO?
What is the setting's provision map and how is it used to support children learning and development? The use of TLPs to support children at Wave 2/3 of the provision map.
How will you match provision to the learning and development needs of a child with SEND?
- How will you help parents to support learning?
How do you explain to a parent(s) how learning is planned and how can parent(s) help support this outside of the setting? Which staff have a role in this and what is that role? I.e. PICO, SENCO, Key person?
Do you offer any parent training or learning events?
How do you find out about events provided by others and how do you let parents know about them?
- How is a child able to express their views?
How are children encouraged to express their views?
What resources or activities do you use that allow children to express their views?
What do you ask children for their views about?
How are children involved in the planning of their own learning and in reviewing their progress?

What the setting provides

- The setting works within the statutory framework of the EYFS and Development Matters which aims to provide
 - quality and consistency in all early years settings
 - a secure foundation for all children for good progress throughout school and life
 - partnerships between different practitioners
 - partnerships between parents or carers and practitioners
 - equality of opportunity for all children
- Children's development is tracked and monitored on a regular basis to ensure appropriate next steps are provided.
- We use the local authority EYFS Early Support Links documents to help track, monitor and plan for those children requiring more differentiated support.
- A range of motivational resources and equipment are provided throughout the setting to reflect the various ages and stages of development of the children.
- Children are planned for on an individual level and enhancements to provision in setting are directly linked to the interest and next steps of the children.
- Practitioners ensure that a range of opportunities are provided for children to develop a strong foundation in the prime areas of learning and development: Communication and Language, Physical Development and Personal, Social and emotional development.
- Key workers use significant comments from observing children to plan further.
- The nursery holds parents information sessions every term to discuss EYFS, share learning journey, child's progress, outside nursery activities and plan next steps.
- Planned observations are used to observe in more detail areas causing concern and to highlight concerns effectively and be able to plan effective next steps.
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Teaching and Learning Part 2 - Provision & Resources

- How are the setting's resources used to support practitioners to meet children's special educational needs?
How does the setting determine what resources are available to support them in meeting the needs of children with special educational needs and disabilities?
How is the setting's funding allocated? If resources are required how are they sourced and purchased?
If additional staffing is provided, how is this organised?
How do you work with other professionals e.g. making key staff available to meet with/spend time with other professionals visiting the child? Provision Mapping
- What specialist services and expertise are available at or accessed by the setting?
Are there specialist staff working at the setting and what are their qualifications?
What other services does the setting access including education, health, therapy and social care services?
- How is a child included in activities outside the setting including trips?
What adjustment will you make to ensure a child is able to access the activities of the setting and how will you assist him or her to do so?
How do you involve parents/carers in planning activities and trips?

What the setting provides

- Shining Stars Nursery has achieved the Step into Quality award.
- * We conduct risk assessments and make necessary adjustments for individuals.
- * Implementing strategies to identify resource requirements.
- * Daily routines are supported with visual timetables, props, choice boards, songs, and rhymes.
- * Individualized planning is a priority, with a focus on the 3 prime areas, followed by more specific learning goals.
- * Collaboration with professionals to access and utilize various resources.
- We maintain a healthy balance between child-initiated and adult-led activities.

Reviews

- How do parents know how their child is doing?
In addition to the normal reporting arrangements what opportunities are there be for parents to discuss their child's progress with the staff?
How does the setting know how well a child is doing?
How will parents know what progress their child should be making?
What opportunities are there for regular contact about things that have happened at in the setting e.g. a home nursery book
- How will parents be involved in discussions about and planning for a child's education?
How and when will parents be involved in planning a child's education?
How are parents/carers involved in the setting more widely?

What the setting provides

- Parents are not only informed but also actively encouraged to participate in all decision-making processes.
- Regular communication with parents is a key factor in ensuring effective planning and the implementation of next steps and programs.
- Review meetings are scheduled to facilitate discussions regarding the child's development and to involve all parties in the creation of a Targeted Learning Plan.
- We maintain individual provision mapping to cater to each child's unique needs.
- Tracking the child's progress is accomplished using the Early Support Tracker.
- Additionally, we utilize the Blossom App, this is a parent communication tool has features such as care diary, food diary, and nappy changes and allows us to share pictures of the children's activities and experiences within the nursery. This helps foster a deeper connection with parents and provides a visual glimpse into their child's time at our facility.

Transitions

- How does the setting prepare and support a child to join the setting, transfer to a new setting or the next stage of education and life to ensure his/her well-being?
What preparation is there for the setting, parents and the child before he/she joins the setting?
How will a child be prepared to move onto the next stage?
What information will be provided to a new setting?
How will a new setting be supported to prepare for a child? (Use of access action plans when children have known needs that may require more significant planning)

What the setting provides

- At Shining Stars Nursery, we are dedicated to supporting all children through the transition process between settings. This involves close collaboration with the child, their family, and the new setting to ensure effective information exchange and the development of a mutually agreed-upon transition plan.
- To ensure a smooth start, we provide all children with an initial settling-in period. During this time, parents and children meet with their assigned key worker to initiate the settling-in process, as outlined in our nursery settling-in policy.
- Our Blossom app includes an "All About Me" section that parents can fill in and edit throughout the year, ensuring that we can effectively meet the child's needs upon arrival and throughout their time with us.
- We also organize meetings to facilitate the sharing of transition plans and strategies that have proven successful within the room or the nursery. In addition to this, we invite teachers from the new setting to visit our nursery and interact with the children, promoting a smooth transition, as detailed in our nursery transition policy.
- To further prepare children for their future experiences, we incorporate packed lunch days, physical education readiness days, and assemblies, all of which play a vital role in ensuring that children are well-prepared for their forthcoming transitions.
- We provide end-of-year transition and school readiness reports for each child.

Staff Training

- What training have the staff supporting children with SEND, had or are expected to have?
What number of staff hold what level of qualification?
How many staff are in training to move up to next level?
What level are the manager, SENCO, room leaders trained to?
Do you have any/how many staff with EYPS?
What experience does the staff team have of children with SEND? This should include recent and future planned training and disability awareness. In house and external training and 'on the job' experience including input from external professionals that has resulted in staff being 'skilled up' in particular areas.
Are there any staff (e.g. within chains of nurseries) that are available to support you? What qualifications/experience do they have?
Do any staff have any specialist qualifications?

Is the setting recognised/accredited as, for example, an 'I Can' nursery or does the setting have other quality assurance recognition related to SEND?

What the setting provides

- Shining Stars nursery employs 9 staff members
- * The Area manager possesses extensive early years' experience working across three local boroughs and has a strong background in Special Educational Needs and Disabilities (SEND), holding a Level 3 SENDCO qualification. The area manager holds national professional status in Early Year's Leadership, The Nursery manager Riyaz Atcha, also holds a Level 3 SEND qualification. All nursery staff possess early year's qualifications at Level 3.
- * Staff members receive appropriate training and qualifications, and the setting seeks advice, support, and training from the local authority.
- * Extensive training is provided to ensure staff understand their roles and responsibilities.
- * The nursery conducts regular supervision and appraisals for all practitioners, emphasizing their professional development and providing opportunities for growth.
- * Staff have completed training in various areas, including Understanding Autism, WellComm (speech and language development), Managing Behaviour in Early Years Settings, Food Safety ACE (Adverse childhood Experiences and more).
- * The nursery tailors staff training to individual needs and development.
- * The setting actively supports practitioners in enhancing their knowledge and understanding of various additional and special educational needs.
- Shining Stars nursery collaborates with the local authorities, specifically Lancashire Children's Services, to fulfil its objectives
- Our group of nurseries facilitates the exchange of best practices and the collective sharing of our experiences to enhance the quality of provision we offer.

Further Information

- Who can be contacted for further information?
Who should a parent contact to discuss something about their child?
Who else has a role in the education of each child?
Who can parents talk to if they are unhappy?
Does the setting have an open door policy?
What opportunities exist for discussions at drop off/pick up times?
Can appointments be made to see specific staff at specific times?
How can contact be made with specific staff (eg: Phone, text, email, notes, home-nursery diary etc)
- For further information contact Abeda Ganga (Area Manager) on 01772 204299 or Riyaz Atcha (Registered Provider / Manager)
- Contact with specific staff can be made anytime during sessions via phone, email or Blossom App