



**SEN and Disability**  
**Local Offer: Early Years Settings**

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## Guidance for Completion

This template is designed to help you write or update your Local Offer. The template aims to give you suggested headings to collate and organise your information. The final published Local Offer needs to include this information but can be presented and published in your desired format. Please read the accompanying Guidance notes.

### The Setting

The Magical Kingdome Pre-school and Nursery  
43 Church Street, Accrington Lancashire BB5 2EN  
01254 65981  
<http://www.themagicalkingdom.co.uk/>

Birth – 5 years of Age

Senco – Saima Hussain ( Nursery Manager and Senco)

This is a brand new setting which has only opened its doors to the public in January 2018 the nursery is situated in the town centre, walking distance from train station and also the bus stations. The Nursery is currently registered for 20 Children and we cater from Birth to 5 years of age. We have 1 manager on site, 1 Nursery Cook, 4 Nursery Practitioners and 2 trainee Practitioners.

The Nursery is all on one floor we have 4 rooms, which are accessible for parents and carers at all times. We have two entrances one allowing baby parents and office visitors and another for toddlers and pre- school parents.

We have a daily routine that is created considering all children who attend the setting with additional needs- we also use different languages posters and flash cards to promote EAL

The Nursery has a main entrance off the main road with a hall way to wait, then there is the baby room which has a sensory/ sleep room for quiet time activities, also we have a toddler room which has a free-s flow room were we have our loud areas of development. This then leads to the Large pre-school room which is designed to help children's development with all the areas of development. We also haver an accessible outdoor area.

Children toilets staff toilets, small staff room,

Medium size kitchen were all food is prepared fresh, with a separate utility area.

## Accessibility and Inclusion

The Nursery is one floor Building with easy wheelchair access which is accessible at all times of our opening hours, we also provide car park space for parents. We have disabled toilets for children and staff that are based in the second room for easy wheel chair access users. All corridors and rooms have plenty of light and space to get through. All displays for parental information are clear, precise and at an accessible height, mostly in large font. All policies and procedures are accessible from the office and can be made available in some other languages. All children have access to outdoor facilities. All indoor resources are child friendly heights. We have tables and chairs also at different heights. Our activities can be adapted for accessibility, such as using floor space/lap trays, floor trays and sand/water/messy active trays that are height adjustable and making the activities large-scale. At the entrance we have a parent's display and a display of staff photographs, names and roles so parents and carers are aware of who works in the Nursery Setting

The outdoor area has a hard surface as well as a soft area which is sand to allow children of all needs to play and explore again the outdoor area can be accessed by wheel chair users. The children all have different play times this is to allow more floor space for children and eliminate from any incidents from occurring.

The children are provided with opportunity to play with bikes, mud kitchens, making sand castles with sand and water trays, making make with paint brush, chalk area. We also have plant pots for children to grown their own fruit and vegetables.

## Identification and Early Intervention

We use the Early Years Foundation Stage curriculum to track all children's Progress order for us to identify any child/children /who may have special educational needs, we assess and observe children in variety of ways. Each child has their individual learning journey where information can be kept all safe and secured. We complete 'Two Year Old Checks' which we complete liaising with parents and health visitors based on the information we have gathered at the nursery this can be shared with the child Health Visitor. 3 times a year to give the Key worker a visual guidance of where the child is and should be. All these assessments and progress reports completed give the parents and keyworker and idea of where the child is at and what targets can be put into place to challenge their child or help to meet the targets. Observations are carried out to monitor the progress, where an intervention is required log of observations are carried out or assessment observations to give enough information to support the intervention that's in place using the Targets Learning Plans In accordance with our SEN/inclusion policy, if there are still concerns, with parental consent we would approach the IDSS (Inclusion and Disability Support Service) with a formal request for guidance. Our staff may also seek advice from and work alongside outside agencies such as Speech and Language therapist, Physiotherapist, Educational Psychologists, Health Visitors and Social Workers etc., all to give us strategies of how to help the child, both whilst at Nursery and at home. Parents may raise any concerns with us in a variety of ways – with their child's Key Worker at daily drop off or collection time, at Parents Evenings, at workshops such as behaviour management etc, or with the Nursery Manager. Concerns can be raised initially on an informal basis, progressing to any outside requests for guidance to be made always with

parental consent, and are supported by evidence from observations, Targeted Learning Plans and monitoring alongside the child's parents in their home setting. Any meetings or discussions regarding the child's welfare will include a necessary outside agencies and the child's parents. This will lead us in the direction of which pathway the setting and parents need to progress upon.

## **Teaching and Learning Part 1 – Practitioners and Practice**

The Nursery policies are available to parents and carers at all times Our SEN policy is also accessible at all times it is displayed in both entrances. The policy outlines the values and aims of our setting and the responsibility for the suitability of the policy lies with the manager and all the staff to ensure it is a viable working document that is constantly reviewed and is proceeded in conjunction with parents. Our staff are very highly trained and provide children with the quality interactions and activities to learn and develop with links to the EYFS. Our staff induction allows staff to be trained and also external training to allow staff to be confident in observing and identifying any concerns they may have. Every child is tracked and monitored through their individual EYFS starting with their Parental Baseline and then staff baseline the keyworker then complete regular observations assessments and then termly report to be shared at parents evening to the parents. The layout and organisation of the setting offers children, whatever their needs, to access all provision which is age appropriate, and can be enhanced to aid development as necessary. Wherever possible, we would match a Key Worker if they had relevant training or experience to a child, if we knew they had previously cared for or been trained alongside any child with similar disabilities. Children, who have identified additional needs, will be supported closely by their Key Worker, our SENCO ad any relevant information will be shared with the Manager.

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

The Nursery has a well trained, management team with the manager trained to a level 6 BA Hons Degree, staff that we currently have employed are also level 3 working towards their level 5. All staff have a great deal of understanding of what is expected of them and how they are able to request this guidance and help. We are a growing busy Nursery and if we require additional help and support we are able to resource extra staff in some circumstances to enable targeted support for the child within a group setting with a child where necessary via funding allocated to us. This additional funding is allocated to us on a termly basis via LCC. As a setting we share resources across all our rooms that are age appropriate for the individual child, & consider ourselves to be a well-resourced setting. We have access to cover staff should a child's Key Worker be required to attend meetings, conferences etc, which can also be held in our Staff Room on site. We have an excellent relationship with our inclusion teacher

from IDSS and can access the knowledge of their team with ease, along with access to other professionals such as from Children's centres & other Health Care Professionals.

## Transitions

The settling offers an open door policy, we offer settling in sessions to parents and children before any child starts with us, this enables us to create a baseline and gather information before the child starts.

We offer settling-in sessions to a parent & child before any child starts with us which enable us to start the journey of the Key Worker, child & parent/carer getting to know each other & understand the needs & likes & dislikes of each individual child. We use our settings 'all about me' by means of the parents sharing information with us about the child. We can carry out home visits if necessary. If a child attends a setting as well as ours, we use communication books to travel between the settings to inform each other what we have been doing, and why. We use Transition Documents between rooms & at a time when the children are leaving us to attend school, or if they leave us to attend an alternative setting, offering access to any relevant action plans or TLP's that may share more in depth information about the child's stage of development & any necessary strategies. We liaise with schools, either by visiting them or inviting the school to visit us. We use a book with photographs of the schools the children will be attending, detailing things they will access such as uniforms, teachers etc. We change the use of our role play area's to become 'schools' or school shops etc.

## Staff Training

Our setting ensures all staff are provided and given the opportunity for personal development with external and internal training opportunities which may be identified during supervision or staff meetings with staff. We currently have trained level 3 staff working with the children closely with 2 Apprentices gaining the knowledge and skills. The setting ensures all staff are designated a role they may have interest or wish to follow through- we have SECO, SOCCO, PICO, they are then able to take a lead responsibility to go on trainings meetings and release staff and support when needed. All staff have got their CAF training, First Aid Training level 1 or 2 in safeguarding.

## Further Information