

<b>Setting Name and Address</b>	Little Acorns Pre-School C/o Kennington Primary School Kennington Rd, Fulwood		<b>Telephone Number</b>	01772-717881
			<b>Website Address</b>	www.littleacornsnursery.uk
<b>Does the settings specialise in meeting the needs of children with a particular type of SEN?</b>	<b>No</b>	<b>Yes</b>	<p>Over the last several years we have gained lots of experience working with children on the Autistic spectrum. We are familiar with using picture exchange cards. We are confident with using various behaviour strategies and all staff are consistent with this.</p> <p>In recent years we have worked with a wide range of outside agencies and have implemented their ideas and strategies into our daily practice.</p>	
		<b>X</b>		
<b>What age range of pupils does the setting cater for?</b>	2 to 4 years			
<b>Name and contact details of your setting SENCO</b>	MANAGER: Mrs Alison Shepherd SENCO: Mrs Stephanie Jenkinson C/o Kennington Primary School Kennington Road Fulwood Preston PR2 8ER 01772-717881			

<b>Name of Person/Job Title</b>	Mrs Alison Shepherd Manager		
<b>Contact telephone number</b>	01772-717881	<b>Email</b>	Littleacorns01@yahoo.co.uk

## **How Little Acorns Pre-School supports children with Special Educational Needs and Disabilities (SEND)**

### **What our setting provides**

Little Acorns Pre-school and Oaks Afterschool Club was originally registered in 1998 and changed its registration status in 2010 to management by a voluntary committee with charity status. It operates from a modular unit with its own enclosed outdoor play area, set in the grounds of Kennington Primary School, which is situated in Fulwood, Preston. In 2020 an extension to the building was added on which enabled us to take another 12 children.

Our building consists of two rooms and operates term-time only providing sessional day care Monday to Friday 8:30am-11:30am, 12:15-3:15pm and 8.30am-3.15pm.

Children from the school next door can access the afterschool club three days a week these are as follows: - Tuesday/Wednesday and Thursday 3:20pm to 5:30pm.

The manager along with the deputy manager is responsible for monitoring the quality of provision on offer within the Pre-School and afterschool. The deputy also supports the manager in the overall running of the setting. The Pre-School manager is answerable to a voluntary management committee and Ofsted.

The setting supports children with special educational needs and/or disabilities and children who speak English as an additional language. The setting currently employs Seven staff to work with the children, all of whom hold early year's qualifications. The manager holds a foundation degree, the deputy manager holds a level 3 in management, one member of staff holds a level 6 in Early years.

The setting receives support from the local authority and has gained the Lancashire Quality Assurance accreditation and holds a smile 4life award. We also have been trained for Wellcomm, Simon says and Chat, Play and read these are an early year's speech and language programme.

Within the setting there are key staff who have additional responsibilities these are as follows

Alison Shepherd – Manager and Education Care and Looked After children

Stephanie Jenkinson – Special Educational Needs Co-Ordinator

Donna Carter – Behaviour Co-ordinator

Amanada O'Rourke – Parent Involvement Co-ordinator

## **Accessibility and Inclusion:**

Access is through a path that runs alongside the double drive of Kennington Primary School on Beechway. There is no immediate parking, however, there is parking in the local streets. Entrance to the setting is through a locked door. We have a small entrance area and everything is on one level once inside the building.

Within the main room there is a disabled toilet and children's toilets with hand washing facilities and a changing area. Off the main room there is an office, kitchen and an annex (new extension). Within that room there are toilets, hand washing facilities and another changing area. Within the setting all the provisions are accessible and we are willing to re-organise to meet the needs of children. The setting has small height adjustable tables and all resources are on a low level. Within the setting most of the resources are labelled with pictures and are easily accessible.

All parents and children are made to feel welcome and we are very supportive to those who may have difficulty understanding English, as we have lots of different families from various ethnic backgrounds. To support these families we will use pictures, facial/hand gestures and if needed information is relayed through print. In the past we have supported lots of families with filling in forms and paperwork. While in the setting we also try and use labelled resources with different languages and words around the room that maybe familiar to the children.

## **Room(s)**

The rooms are inviting, welcoming and cosy. Children have access to a wide range of interesting resources that can be freely accessed as well as more adult led activities that would spark children's interests.

Children can create and act out their own narratives using the **Small World**. This allows them to gain communication and language skills and can also encourage friendships by playing in small groups. This area is also our construction area, where children can use their imagination to create their own buildings.

Our **Creative Area** is fully equipped with lots of resources for the children to choose independently. These include paint, junk modelling, paper and crayons so the children can draw some fantastic pictures from their own imagination for our displays or to send home.

Our **Home Corner** allows children to share their real-life experiences such as making dinner or putting the babies to bed. They can recreate actions they have witnessed at home with their family. The dress clothing enables children to share experiences of different job roles such as people who help us and our community.

In our **Book Area** children can sit quietly and look at a book or sit with an adult to listen to a quiet story. In this area we also have musical instruments, calming music and sensory baskets.

We have lots of resources around the room to help develop **Maths**. Staff use mathematical language during play and activities and children are able to free various maths resources.

The **Malleable Area** promotes fine motor skills and strengthens little fingers. This area is available to children all day and the children can access this area freely.

## **The outdoors**

The outdoor area is accessible down two small steps or through a gate straight onto the play area. There is a large open space carpeted in the middle with a soft safety floor running around the edges. The area is mainly flat and even and is accessible for children using wheelchairs or mobility aids. We have a small exploration garden which has sensory plants and a bug area. The climbing equipment is made of wood we have a pick up sticks in the middle with other various equipment around the sides. We have a range of outdoor resources which are accessible on a daily basis and are chosen and adapted to suit the needs of the children attending the setting. Children are able to access outdoors during the session where they are able to develop their physical skills and learn about their world.

## **Identification and Early Intervention**

When a child starts at the setting, we have an induction day where parents will come along and complete the registration forms and other necessary paperwork ready for them to start. Parents are also given the opportunity to discuss any concerns they may have regarding their child's development. We believe that early understanding and identification is crucial for children with a special need or disability. Children with a special need or disability are treated in the same way and staff work hard to ensure that all children are included.

Children are allocated a keyperson this person will speak to parents and start to build up a picture of their child. Once the child has started and settled in the keyperson will carry out a baseline and together with parent's information will have a clear picture of the child's level of development and understanding and whether early intervention is needed. A graduate approach will be followed.

A referral will be made to our Inclusion Teacher and they will be asked to come into the setting to see the child and speak to their parents. From this a Target learning plan will be put in place for the keyworker to implement strategies to support the child and reviewed either every six or twelve weeks.

Any children who have identified needs may require more support on transitioning to school therefore extra session will be implemented and a meeting set up between ourselves, our inclusion teacher, parents and the new school.

Any child that shows they are gifted and talented will be given additional support to continue their development and additional resources may be sought to benefit the child.

## **Practitioners and Practice**

The setting works within the framework of the EYFS. Practitioners use a mixture of Birth to five, Development Matters and the Statutory Guidance for the EYFS to plan the provision and activities for the children in their care. The EYFS identifies three prime areas of learning and development and four specific areas of learning and development.

During the first half term staff observe children to build up a picture and create a baseline in which they can continue to support their child in their development. Staff then link with parents and provide the information and strategies to help them at home. This information is then correlated to provide an overall picture of the room and allows us a focus for that term which is implemented following Intent Implement and Impact. (3 i's). Throughout the year, staff will continue to follow their own judgement and use their skills and knowledge to support their children in progressing.

Staff link up with parents using Tapestry and pictures are sent on a regular basis of the room and activities that children have taken part in. Parents are provided with a report on Tapestry of their child's progression and anything they can support at home. Daily contact is made through WhatsApp and in the beginning of the a child starting regular photo's are sent.

During children's time at the setting staff encourage child to become independent and follow the boundaries and routine. They are encouraged to be kind, considerate and caring towards others.

## **Provision and Resources**

Children can access resources that are developmentally appropriate for their phase of development. We ensure that there are resources available that overlap with the age phase below and above so that children who are developing more slowly or more quickly can access resources appropriate to their stage of learning and development.

All practitioners are encouraged to work with external professionals who visit children in the setting, some will have more experience of this than others but they are supported by the SENCO. For some children it may be the case that at specific times of the day they require additional support. As a setting we attempt to make reasonable adjustments to provide this. We look to provide additional support flexibly using additional staff if this is appropriate.

**Reviews:**

We seek reviews from parents through questionnaires and parents are able to review us on 'Day nurseries' Throughout their time at the setting parents are kept informed of their child's development and often make comments on how their child enjoys their time at the setting. We also receive some lovely comments on our WhatsApp group.

Staff make phone calls to parents about their child's time with us and so far, have received positive feedback from parents. We receive a lot of children through verbal recommendations and are highly reviewed in the community.

**Transitions**

When a child is given a place at the setting, we ask parents to visit the setting with the child on an induction day as this gives them a chance to look around and complete the necessary paperwork. Parents are then asked to bring their child over a period of time to enable the child to settle and this can take several weeks.

Children can bring a comforter if this is required to settle them. On starting at the setting parents are asked to complete an 'All about me' booklet and children are given an initial keyworker who will work closely with the family and the child to help them settle, however the keyworker could change if the child forms a close bond with another member of staff.

When a child is transferring to a new setting or the next stage of education it is important that we support their transition. To do this we ask teachers to visit the setting to meet the child. We set up a school room in the Pre-School and ask parents to bring in the child's new school jumpers and book bags and we talk about it at chat time with their friends. If children are transferring to the local school, we arrange story time once a week, to get them used to a classroom environment and the teacher.

As soon as a child receives their acceptance letter for their new school, any SEN requirements will be brought to the attention of the teacher and a formal report is sent highlighting the strengths and needs of each child, alongside any action plans the child may have in place. We would ask the setting if they could or if we could make a transition booklet (social story) to support the child's settling in and we would set up extra visits along with meetings.

When a child with special educational needs starts at the setting, we would update our Access Plan to suit this child's needs and on transition to another setting we would share the information with them to help them to continue support for the child and their needs. We also carry out a risk assessment on the child's needs in the setting to support the child, other children and staff.

When a child moves to a new setting, we provide the setting with a report giving the child's stage of development in each area of the birth to five and

Developmental Matters and we would try to set up a face-to-face meeting talking through the child's likes and dislikes and their friendship groups.

### **Staff training**

Within the setting all staff have level three childcare qualifications or above. Staff undertake training through 'Noodle Now' and access more statutory training through face to face.

All staff have had experience of working with autistic children either in special school, mainstream school, out of school clubs or nurseries. Staff are confident in using Picture cards and when necessary, we follow outside agencies guidance. As a setting we also seek to support practitioners to further develop their knowledge and understanding of a range of additional and special educational needs. We can access support and additional information from our local Early Years Team and Preschool Learning Alliance for both staff and parents.

In recent years we have had a number of children with special educational needs. This has led to several of the staff undertaken various courses to support their learning in working with children with special educational needs. As a setting we have had input for various outside agencies to support the practitioners understanding of working with the children and we have used allocated funding to provide extra resource for children with additional. We are always looking to build on our professional development and are always looking to attend courses to improve our skills in all areas.

In June 2012 we were accredited with the Lancashire Quality Award as part of this we had to complete a portfolio which included working with parents and special educational needs. We have also completed 'Smile 4life' award

### **In summary**

- We operate an open-door policy and parents are able to visit the setting at any time.
- All staff are fully qualified and keep up to date with training needs.
- All updates for parents are received through WhatsApp and Tapestry.
- As a setting we strive to provide the best outcomes for all children in our care.
- We strive to work hard with our parents to make them feel valued and part of the setting.
- We closely work with outside agencies
- We provide regular updates
- Parents can phone 01772717881, write a message on Tapestry, e-mail [littleacorns01@yahoo.co.uk](mailto:littleacorns01@yahoo.co.uk), or write in their child's home link
- All staff are involved in the care and education of your child, alongside yourselves as parents/carers and any other professional who can provide additional support for any additional needs.

- Parents are given termly updates suggesting appropriate next steps and progress made.