

This page is part of the Local Offer for Halton. Under the Children and Families Act 2014, Local Authorities are required to publish, and keep under review, information about services that they expect to be available for children and young people with disabilities and special educational needs aged 0-25. This is called the Local Offer. The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for professionals in understanding the range of services and provision in the local area.

General Setting Details:			
Setting Name:	Ditton Early Years Centre		
Website address:	www.ditton-nur@halton.sch.uk		
Type of setting(this includes nurseries / childminders):	Local Authority Day-care		
Description of services offered times / venue etc Extended settings provision available; before and after school, holidays etc	Ditton Early Years Centre houses Ditton Nursery School and the day-care which is run by the local authority. The day-care is open for 50 weeks of the year and is open from 8am till 6pm Mon – Fri with exception of the Christmas period and public holidays. The day-care provides full days 8-6 pm or half days 8-1 or 1-6 pm for babies and children from birth to five years. Children are cared for within 3 rooms according to their age.		
Number on roll:	62		
% of children in the setting with SEND at 1 September 2014:	9		
Date of last Ofsted:	November 2013 GOOD		
Any awards that the setting holds:	Halton Healthy Early Years Status		
Accessibility information about the setting:	Purpose built 2004 fully accessible		
Documentation available:	Are the following documents available either on the setting website if appropriate or on request?	SEN policy	/
		Safeguarding Policy	/
		Behaviour Policy	/
		Equality & Diversity	/
		Complaints /compliments Procedure	/
Range of Provision and inclusion information:			
How we identify special educational learning needs within the setting and how we involve children and their parents in planning to meet them.	<ul style="list-style-type: none"> • When children have identified SEND before they start here, we work with the people who already know them and use the information they already have available to identify what their SEN will be in our nursery setting • If you tell us you think your child has SEN we will discuss this with you and investigate. We will share with you what we find out and agree next steps with you as to how we can all help your child. • If your child does not appear to making the same level of progress as other children of their age we will undertake assessment in nursery and by using other professionals to identify possible barriers to their learning. Parents and carers will be involved at all stages. 		

	<ul style="list-style-type: none"> We are child and family centred so you will be involved in all decision making about your child's support. When we assess SEN we discuss if understanding and behaviour are the same at nursery and at home; we take this into account and work with you so that we are all helping your child in the same way. We will write individual support plans with children and parents / carers.
<p>What extra support we bring in to help us meet SEN: specialist services, external expertise & how we work together.</p>	<ul style="list-style-type: none"> We can access support from specialist teachers and support staff for enable children to access the EYFS and additional input for specific needs e.g. speech, language and communication, visual and hearing impairment, behaviour related difficulties, autism spectrum conditions, moderate / severe learning difficulties. (Not written in clear English) We get support from local authority services and local special schools who provide outreach. We get support from occupational therapy and physiotherapy for pupils who require this input and specific resources. We get support from specialist and professional agencies to train our staff; advise on strategies and programmes and we will make referrals for assessment if we believe they need a period of therapy. We will hold multiprofessional meetings with parents and the child where necessary to review the child's progress. At these meetings the following types of discussions will take place; what will be put into place in nursery to make teaching and learning more effective, agree targets for children's achievement, agree how we will work together and what we each will do, agree a review date to explore how well the child is doing and whether we are making a difference and what we will do next. This information is recorded to ensure accountability. We have access to Early Years Consultant Teachers
<p>How we provide access to a supportive environment; ICT facilities / equipment/resources/ facilities etc.</p>	<ul style="list-style-type: none"> Access to ICT resources such as Ipad, IPod, Smart board Symbols and visual prompts : Pecs Quiet, cosy space Large, enclosed fully equipped outdoor environment Resources easily accessible at child's level clearly labelled and organised, defined areas
<p>What strategies / programmes /resources are available to support speech & language and communication, including social skills?</p>	<ul style="list-style-type: none"> Intervention from speech and language therapist Delivery of personal speech and language programme Support from SENCO for small group or individual Range of language resources and programme materials : I Can, Hanen, Foundations for understanding
<p>Strategies to support the development of the prime areas of learning</p>	<ul style="list-style-type: none"> Small group support for learning activities Support from Early Years Consultant Teachers Outdoor area for continuous provision available daily Key person approach Consistent routine
<p>How we adapt the curriculum and modify teaching approaches to meet SEN and facilitate access.</p>	<ul style="list-style-type: none"> Personalised and differentiated curriculum Small group support in class from key person or SENCO Individual plans Time spent in a group more appropriate to the needs of the child Strategies put into place as provided by professionals / specialist services / outreach
<p>How we assess children's progress towards the outcomes that we have targeted for children (including how</p>	<ul style="list-style-type: none"> Observation Target setting Individual support plan targets and review

we involve children and their parents / carers). What we do when provision or interventions need to be extended or increased.	<ul style="list-style-type: none"> • CAF • External professionals undertaking assessment • Regular review of targets with child / parents
Strategies / support to develop independent learning	<ul style="list-style-type: none"> • Routines • Visual prompts / Pecs • 'Personal development targets • Visual timetables in each room • Resources easily accessible at child's level , clearly labelled and organised defined areas
Support / supervision at key times during the day including personal care arrangements	<ul style="list-style-type: none"> • Individual care plans • Key person responsible for personal care • Intimate care and toileting policy
Strategies used to reduce anxiety, promote emotional wellbeing and develop self esteem including mentoring. Put in prime areas as above and give a few examples	<ul style="list-style-type: none"> • Planned support from SENCo/ Key person and strategies shared with room team • Meet and greet at start of day by key person or named backup key person • Parental contact daily through home-school book • Parental contact session weekly • Referral to CAMHS • Individual pastoral support plan
What strategies can be put in place to support behaviour management?	<ul style="list-style-type: none"> • Support and intervention from outreach behaviour specialist • Individual pastoral support plan • Referral to CDC specialist team for behaviour In some cases • Potential for family support through CAF & Children's Centres • Key person identified and named backup key person • Key person identified • Clear consistent boundaries implemented by all staff • Positive praise • SENCO /Senior staff support • Advice /Support for parents
How we support pupils in their transition into our setting and when they leave us.	<ul style="list-style-type: none"> • We organise Transition meetings with Senco at receiving school, parents and professionals involved with supporting the child are invited to attend • Regular meetings with parents • Transition plans for individual children • Risk assessments completed • Work with parent partnership • Visual prompts for children (e.g communication passports) • Programme of visits • Portage involvement for children starting in a new setting • Phased induction – individual programme
Access to strategies, resources, programmes, therapists to support occupational therapy / physiotherapy needs and medical needs.	<ul style="list-style-type: none"> • Intervention from physiotherapy / occupational therapy team • Risk assessments / Health Care Plans • Access to an Outreach Worker for advice & guidance • Assessment and individual programmes • Specialist resources • Delivery of planned intervention programme by appropriate member of setting staff. • Close liaison with medical staff where required • Staff training for managing particular medical needs
Extra support for parents and carers	<ul style="list-style-type: none"> • Children's' views are very important to us; each child has an

<p>and children offered by the setting/how parents are involved in their child's education.</p>	<p>identified key person who they meet with and know to go to if they require help</p> <ul style="list-style-type: none"> • We hold regular coffee mornings in the setting also play and stay • The setting will signpost appropriate groups and organisations which are relevant for your families needs. • The setting works closely with the local authorities Early Help and will support families through a CAF. • Open door policy 		
<p>SENCO name / contact</p>	<p>Sara Brodrick 01514244687</p>		
<p>Manager's name / contact</p>	<p>Christina Hadley 01514244687 daycare.ditton@halton.gov.uk</p>		
<p>Completed by:</p>	<p>Christina Hadley</p>	<p>Date: 20.8.2014</p>	