Crescent Under 5's Pre-School

Crescent Under Fives is situated in a self-contained building within the grounds of Alfred Sutton Primary School. We enjoy a close and beneficial relationship with Alfred Sutton Primary School, but are an independent organisation. Local parents founded the pre-school in 1971 with the aim of providing play facilities for their children where they could learn through play. Elected committee members manage the group, though the day to day running is in the hands of experienced staff. There is a high ratio of staff to children at each session. In 2004, Crescent Under Fives became a company limited by guarantee but remains a charity and is run on a not for profit basis. The actions of the committee are governed by the company’s memorandum and articles of association, a copy of which is available for inspection.

There are nine pre-school sessions per week, each catering for up to twenty-six children.

Additionally we offer an optional Lunch Club, for pre-school children Monday to Friday. The lunch Club runs from 11.40 a.m. to 12.20 p.m. Children must bring their own packed lunch. It is an additional service and doesn't form part of the funded hours. There is a charge of £4.

Funded children are eligible for 15 hours (6 sessions) at Crescent Under Fives. All 3 and 4 year olds are eligible for 15 hours and SOME 2 year olds. In addition to this, we also accept children who are eligible for the additional 15 hours funding (Commonly called 30 hour funding). However, please note that we are closed on a Friday afternoon and therefore offer a maximum of 27 funded hours. All families are charged for lunch clubs as they do not form part of the funded hours.

We have our own secure outdoor play area.

Local Offer Update - September 2017
1 How does the setting identify children with additional needs or SEND?

We have a named SENCo who works in conjunction with all members of staff.

Key Person - Your child's Key person will work closely with parents as well as children. Information given by parents will always be valued alongside our own observations. If a key person, or other practitioner identifies a potential special need, then the SENCo would meet and discuss these concerns. The parent would also be involved in this process.

Monitoring Tools - Key persons monitor the progress of all children using the Early Years Outcomes as guidance. Children are observed and the key person plans activities which reflect the child’s interests and next steps in their development. The key person works closely with the parent/carer to identify how learning can continue at home and to summarise the child’s progress. This enables strengths and areas where progress is less than expected to be identified. We also use the Early Years Language Monitoring Tool and also track assessment data on a half termly basis in order to identify areas where intervention may be required.

SENCo - If a key person or parent/carer suspects a child may require additional support they can speak to the setting Special Educational Needs Coordinator for advice. Our SENCo will make observations of the child and communicate with parent/carers alongside the key person. The SENCo will ask for support from professionals outside of the setting if a specific expertise is required or if the child does not make good progress after our setting based interventions.

Other professionals - The nursery has established good relationships with other professionals who specialise in the development of young children. If we feel a child would benefit from another expertise we speak to the parent/carers and with consent make a referral to that service.

We operate a graduated approach which means that we plan for our SEND children individually, continually review their progress towards targets and then implement new strategies and targets when appropriate.
2 How will I be informed / consulted about the ways in which my child is being supported?

Key person communication

We value parent/carer contribution and ensure that they are consulted on all aspects of their child’s care and learning. Key persons are always available to speak with parent/carers and ensure two way flow of communication in the way of formal and informal meetings. Key persons keep all information relevant to a child’s development in one file. This file belongs to the child and is available to parents at all times. Any information which relates to a child will be discussed with parent/carers.

Committee - Come and join our committee meetings! You will be informed of when they are happening.

SENCo - Our SENCo is on site and available to meet to discuss any issues of concern and will be happy to meet with you.
3 How will the setting adapt the Early Years Foundation Stage curriculum for my child's needs?

Where progress is less than expected the child, parent/carer, key person and SENCo all contribute to an education plan which has a clear set of outcomes for the child. The SENCo leads on a graduated approach to the EYFS to ensure children's targets are specific, measurable, achievable, realistic and have a timescale for review. Advice and strategies from other professionals are referred to when completing the education plan. The plan is reviewed at least once termly and more frequently if the child is progressing quickly or a change in support is required.

Our curriculum is constantly evolving a being differentiated to ensure that it ensures it suits all of our children.
4. What teaching strategies does the setting use for children with additional needs or learning difficulties?

We use many different teaching strategies which are tailored to the individual child. Here are a few examples;

- Visual time tables
- Choosing boards
- Picture exchange cards
- Behaviour plans which are tailored to an individual child’s needs
- Motivational stickers and lots of positive praise

Support from external professionals

If a child has an external professional supporting them i.e. speech and language therapist they are invited into the setting to work one to one with that child following consultation with their parent/carer. This gives the professional an opportunity to see the child in the nursery environment, the child benefits from the service and the practitioners are able to observe and practice the same activities with the child regularly.
5 What additional support does the setting provide for children with additional needs or SEND?

SENCo

The SENCo provides specific support to the children with additional needs and models teaching strategies from their education plan to the parent/carer and the key person.

One to one funding

If all those working with a child and their parents feel they would benefit from one to one support an application will be made to the intervention panel by the SENCo. The panel will decide if the child requires this level of support and funding may or may not be given to the setting. If it is granted then a person will be employed to specifically work with the child for the number of hours stated by the panel.

Resources budget

Key persons are trained to identify what children’s interests are and how their learning may be enhanced. If they feel a child requires a specific item this may be purchased. Parent/carers may also make recommendations. If the item exceeds the nursery budget a funding application will be made to the early intervention panel.

Other support

If parent/carers require additional support outside of the nursery staff skills the SENCo or nursery manager will help them source this. Support may include making contact with a charity, a family worker,
training or specific family session. The SENCo is also able to attend appointments with parent/carers which relate to the child should support be required.

6 How will the setting monitor my child’s progress and how will I be involved in this?

A child’s progress is reviewed continually and parent/carers are actively encouraged to take part. When a child’s ‘Next Steps’ are identified they include ideas to take place in the setting and at home and evidence in the form of observations are gathered to evaluate the child’s progress. We ask parent/carers to contribute comments or photographs from home which support their child’s learning and they can comment on the support being offered.

We use a Data Tracking Computer Programme to track the assessment of all children on a half termly basis. The manager then reviews all children's progress in all the areas of learning and will address areas which show a less than expected rate of progress.

7 How do you ensure children with additional needs or SEND can be included in the same activities as other children, including trips?

Staff training ensures that activities are adapted to suit the needs of all children. If excursions take place outside of the setting they are carefully planned in advance, risk assessed and a higher staff ratio ensures that all children are able to participate.

8 How accessible is the building for children with mobility difficulties / wheelchair users?

The building and garden area are all on the same level and there is disabled access doors throughout the setting at the front and back of the building. The rooms are spacious, the design is carefully thought out and they are kept free from clutter.

9 How will you support my child’s transition to a new setting or school?

We have a Transitions Coordinator who works closely with the SENCo, other schools/nurseries and parents to ensure that the transition can be made as smooth as possible. The transition process will always be centred around a child's individual needs and requirements.
10 How does the setting assess the overall effectiveness of its SEN provision and how can parents / carers take part in this evaluation?

The SENCo and supervisor meet on a regular basis to discuss any new or existing SEN issues and also to review the progress being made and the success of any interventions in place. Termly supervision meetings offer an additional opportunity to discuss any concerns or updates about children.

We track all children's progress and closely monitor the progress of any children who have Special Educational Needs or are Vulnerable.

Parents can speak to their child's Key Carer if they have any concerns or information.

11 Who should I contact if I am considering registering for a place at the setting?

Sarah Tweddle - Administrator/Admissions/SENCo/DSO

Maggie Wilks - Setting Manager/Owner/Supervisor/DSO

01189010012
crescent148@hotmail.co.uk

12 What arrangements does the setting have for feedback from parents / carers, including compliments and complaints?

Feedback can be given on both a formal or informal basis, verbally or in written form. We keep a file of all of our compliments and complaints.

For details of how to make a complaint, parents can ask to see our policy document 8.10 Making a complaint.