

SEN and Disability
Local Offer: Early Years Settings
Evergreen Early Years
(Fulwood, Garstang and Ladyewell)

Setting Name and Address	Evergreen Early years – Fulwood, Black Bull Lane, Fulwood, Preston, PR2 3LA.		Telephone Number	Fulwood: 01772 446236 Garstang: 01995 602012 Ladyewell: 01772 862462
	Evergreen Early Years – Garstang, Castle Lane, Garstang, Preston, PR3 1RB Evergreen Early Years – Ladyewell: Fernyhalgh Lane, Preston, PR2 5ST		Website Address	https://www.evergreenfutures.co.uk
Does the settings specialise in meeting the needs of children with a particular type of SEN?	No	Yes	If yes, please give details: We have experience in supporting children with a range of needs, including speech and language difficulties, autistic spectrum disorder, global development delay, downs syndrome and physical difficulties.	
		X		
What age range of pupils does the setting cater for?	Fulwood: 0 - 4 years Garstang: 0 - 4 years Ladyewell: 0 – 4 years			
Name and contact details of your setting SENCO	Mrs Alison Astley: 01772 446236/ 862462 or 01995 602012 Deputy SENCO (Fulwood) – Amy Chappell 01772 446236 Deputy SENCO (Garstang) - Sarah Ball 01995 602012 Deputy SENCO (Ladyewell) – Kirsty Rushworth 01772 862462			

Name of Person/Job Title	Mrs Alison Astley Head of Early Years and SENCO		
Contact telephone number	01772 446236/ 862462 or 01995 602012	Email	alison@evergreenfutures.co.uk

Please give the URL for the direct link to your Local Offer	https://www.evergreenfutures.co.uk
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Name	Alison Astley	Date	13/10/25
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The Setting

Evergreen Early Years settings are full day care settings.

Fulwood caters for children aged 0 - 4 years of age.

Garstang caters for 0 - 4 years of age.

Ladyewell caters for children 0 – 4 years of age.

The settings are open for 51 weeks of the year. Open between the hours of 7.45am – 5.45pm.

Meals/snacks:

Fruit, milk, water, toast, cereal or brioche is available during the morning session.

A hot meal is provided at lunch time (with the option of packed lunch in line with our policy).

Fruit, milk, water and crackers or breadsticks are available during the afternoon session.

A light tea is provided for children around 16.00 hours.

The setting has a system in place to support children who have special dietary requirements, and all practitioners and catering staff are made aware of their needs.

- The **Fulwood** setting is registered for 40 children in total.
- The **Garstang** setting is registered for 61 children in total.
- The **Ladyewell** setting is registered for 72 children in total.

Nursery Classrooms:

Fulwood: The nursery has two rooms. One that is set up for 0 – 2 year olds, with access into an outdoor space. One that is set up for 2-4 year olds, with access to a free-flowing fenced area. There is a garden area. There is an outdoor classroom.

Garstang: The nursery has three rooms. One set up for 2 – 4 year olds which free flows to an outdoor area. One is set up for 0-2 year olds and has a dedicated outdoor area. There is an additional hall space.

Ladyewell: The nursery has three rooms. One set up for 0- 2 year olds, with a dedicated 0-2 year old outdoor garden. One for 2-3 year olds with free flowing areas into a fenced garden and an enclosed allotment. One for preschool children, who have regular access to the outdoors. There is a large garden.

All children are appointed a key person who is responsible for developing a relationship with the child and their family and for keeping all records. In addition, each child has a secondary key person.

The children are supported with one practitioner for every eight children aged 3-4 years old (or 1:13 for teachers), one practitioner for every five children aged 2 years old and one practitioner for every three 0-2 years old.

Across the settings:

- Head of Early Years and SENCO – Alison Astley (Level 6/QTS, Level 3 SENCO qualification)
- Quality Assurance and Operations Manager: Laura Davy (Level 5)

Fulwood based:

- Nursery Manager: Charlotte Metters (Level 6/QTS) (Teaching Degree)
- Deputy manager: Mehzi Umarji (Level 6)
- Deputy SENCO: Amy Chappell (Level 3)

Garstang based:

- Nursery Manager: Stephanie Yearsley: (Level 6/QTS)
- Deputy Manager: Rebecca Jones (Level 3)
- Deputy SENCO: Sarah Ball (Level 3)

Ladyewell based:

- Nursery Manager: Susie Millward-Sampson (Level 6/QTS) (Degree in Education)
- Deputy manager: Amy Bate (Level 6)

- Deputy SENCO: Kirsty Rushworth (Level 3)
- Team Leader: Rachel Howlett (Level 3)

Accessibility and Inclusion

- We have a strong commitment to Inclusion for all and will make reasonable adjustments in order to enable children with a disability and those with additional and Special Educational Needs (SEN) to fulfil their potential. Practitioners are familiar with Commitment 1.2 (Inclusive Practice) within the Theme (A Unique Child) of the Early Years Foundation Stage framework.
- Our SEN policy recognises the importance of the early identification of any difficulties that a child may be experiencing in accessing the learning environment, in which we will provide a range of differentiated activities to meet all individual needs.
- The toilets/wash basins are easily accessible from each room, and if necessary, steps and raised seats are made available.
- The physical environment is organised to meet the needs of all children and to ensure that all areas of provision, activities and equipment are easily accessible. The environment is regularly considered and updated to meet the needs of each cohort.
- We will assess our environment and will endeavour to accommodate children who need specialist equipment.
- The setting has close links with outside agencies such as physiotherapists, speech therapists and occupational therapists who generally assist with both the provision of specialist equipment and the training for its use. If being used by a child, we liaise with the appropriate specialist.
- Parents also inform the nursery practitioners about the best ways to support their child during the pre-visit sessions and during daily liaison with key persons.
- Trips and visits are planned, and the risk assessments completed ensure that all children are able to access the site, transport and facilities, with extra adults accompanying children on outings. Practitioner to child ratio is lower than the normal expected ratios and is assessed in terms of the child and their needs. If needed, additional adults will accompany children who have additional needs.
- Information about the nursery is provided when the parent signs their child up. We have notice boards where we display parental information and if necessary, information can be provided in different languages.
- We use some Makaton signs within the settings.
- When needed picture choice boards, now and next boards and picture referencing will be used.
- Policies can be downloaded from our website and can therefore be adjusted to suit the needs of the reader.
- Information is also provided via on-line platforms, letters home and emails.
- Information can be provided in different languages if necessary. FAMILY app (has the function to translate into different languages).

Accessibility

Fulwood: The setting can be accessed by steps and a ramp that leads into the main building.

Wheelchair users have access to a wheelchair friendly toilet which is equipped with handrails that can be raised and lowered to facilitate wheelchair access.

Ladyewell: There is a large car park to the side of the nursery. The setting can be accessed by one step at the front and side access is available for wheelchair users.

Garstang: There is a disabled toilet on the ground floor of the building. There is a ramp from the fire-exit at the back of the building, which has access through the adjoining school playground. There is a wheelchair ramp to the

main entrance from Castle Lane. There are two parking spaces immediately outside our gate on the Castle Lane entrance which are usually used for staff but could be set aside if necessary.

Identification and Early Intervention

What the setting provides:

- All children are appointed a key person who is responsible for developing a good relationship with a child and their family, carrying out observations and assessments, and monitoring children's progress.
- Parents are asked to bring children to visit the nursery before signing up, this stimulates an open conversation and allows parents and staff to acknowledge how the child interacts in the environment of the nursery.
- We gather information before children start, and in the first few weeks, through settling in books, continued discussions with parents and contacting previous settings. This develops a starting point on which to build future observations and plan appropriate activities in relation to an individual child's understanding.
- Parents of children who come into the setting being identified as having Special Educational Needs, (SEND) are immediately introduced to the SENCO, to discuss their child's needs.
- Settling in books are filled in alongside parents to stimulate an open discussion about any additional needs that their child may have and if there are any outside agencies already supporting the child. If deemed appropriate, parents are asked to return with their child to meet with the SENCO, to establish additional support that a child may need.
- The SENCO and the parents decide how best the nursery can meet the needs of the child and agree the sessions that would be best suited to them.
- Adjusted hours are available to support the needs of SEND children.
- We monitor children's progress through our Learning and Development Framework. This is completed by the key person with support of senior members of the team.
- We share learning and development with parents and ask that they provide us with regular information about their child's learning at home.
- Parents are kept up to date verbally and through written developmental assessments (2 year check and preschool reports). Parents can share achievements or give ideas of activities they would like their child to work on at Nursery.
- Staff observe their keyworker children, then plan for the following week based on their needs and interests.
- Planning is completed in line with a robust curriculum designed specifically for our children.
- Through our Learning and Development Framework and assessments (SEND), observations and planning we are able to monitor children's learning and development and ensure they are achieving well.
- Children with SEND have a 'Things that help me learn and grow' plan (TLP) which is updated half termly and is monitored and targets and interventions are adjusted in line with achievements and identified needs.
- The 'Things that help me learn and grow' plan (TLP) is completed by identifying a child's needs and creating SMART targets and using the advice from professionals and outside agencies.
- Home link activities provide an opportunity for parents to be involved and share their children's progress and interests. We ensure we offer experiences that they do not get at home (Cultural Capital).
- We provide a language rich environment and children are supported to develop their communication skills at all levels. Children with English as an Additional Language (EAL) are given time to develop their English. Practitioners model appropriate language and keywords are used from the home language.
- We have staff trained in speech and language assessment (WellComm) to support children who are displaying below expected levels in communication and language. This is used to assess and monitor children's language and communication and interventions planned for according to the needs of the children
- Resources such as picture cue cards for referencing and communication boards are available to help support children's understanding and recognition of key words and phrases.
- Parents have access to their child's learning and information, which are shared through FAMLY (an on-line platform) and through parent discussions with their key person

- We follow the actions described in our SEND policy - firstly observing and monitoring a concern. If still concerned we may then, with parental permission, put in a Request for Involvement. The specialist teacher will visit and determine if the child needs external support and identify strategies we can put in place at Evergreen.
- We may apply for funding, such as DAF, inclusion fund or other available funding. Funds from this would be used to purchase resources, facilitate training and extra staff to provide 1:1 time with the child.

Raising concerns:

- The graduated approach is adopted.
- Referrals are made when appropriate to further enhance the provision for those children with additional needs.
- A child's keyperson will discuss any concerns they have, regarding a child's development with the SENCO. They will look over the child's observations and assessments and then discuss these concerns with the parents.
- The SENCO, key person and parents will discuss and devise strategies to support the child. A 'Things That Help Me Learn and Grow Plan' (Targeted Learning Plan) will be completed, and if necessary and with parent's agreement, referrals made to outside agencies.
- Children's progress is monitored and reviewed regularly to ensure they continue to receive the appropriate care.

Teaching and Learning Part 1 – Practitioners and Practice

- The setting implements the Early Years Foundations Stage Curriculum (EYFS). Children with special educational needs are supported to access the EYFS curriculum at a suitable level for their age and stage of development by differentiating the targets in the EYFS, the activities and using the early support document.
- Parents are invited to have a tour of the nursery before registering their child and at this time an explanation is given about the settings observation, assessment and planning process. During this tour parents can also discuss any aspects of their child's care, learning and development, including any concerns. We ask in our registration form for details of any additional needs children have, or any other agencies that are involved.
- Within our rooms, the areas of continuous provisions - including, small world, construction, role-play, malleable, sand, water, creative area, mark making, reading and a quiet area are available. All are available inside and outdoor provision enhances the skills needed in these areas.
- In each area of continuous provision, a variety of tools and materials that enable children to practice and revise their skills are available. Children can access the resources, make choices and decisions independently.
- In many areas, communication boards are displayed or are available to support those children who are EAL or have language and communication difficulties.
- For those children who have sensory needs there are sensory equipment and toys available. Time is spent with children to ascertain which resources are best suited for them and children are actively encouraged to recognise and use the appropriate resources and areas independently.
- We have a daily routine which structures the day for the children. Within this routine there is plenty of scope for children to follow their interests.
- Choice boards and now and next boards are available to those children who need them.
- At Evergreen, we recognise that through the outdoors, children can benefit from the unique learning opportunities. Some children are more comfortable and relaxed outside, will talk more, benefit from the space and therefore learn more. Our outdoor areas are resourced with exciting and challenging resources. At **Garstang** we have free-flow from indoors to outdoors and a dedicated under two outdoor area. At **Ladyewell** there is a large outdoor space that the children access regularly throughout the day. A 'baby garden' provides an enclosed space with age-appropriate resources. This area is also utilised for children with additional needs. From the 2 – 3 year old room, there is free flow access to a fenced garden and allotment. At **Fulwood**, the children access the garden throughout the day. There is an outdoor fenced area accessible from the main room. They also have access to the neighbouring schools MUGA pitch and large field.

- In order to extend children's interests and skills, the areas of continuous provision are regularly enhanced.
- Activities are planned to enable children to use and develop the characteristics of effective learning.
- Through the areas of provision, we develop the three primary areas of learning – personal, social and emotional, communication and language and physical. These three are crucial to all future learning in the four specific areas of maths, literacy, knowledge and understanding of the world and expressive and creative design. These aspects are developed through the continuous provision and the children's play, as well as adult led activities.
- Children's starting points are identified on entry to the setting. Children's progress is regularly monitored and reviewed through observations and the use of our Learning and Development Framework.
- Practitioners use their observations and assessments of children to inform their planning and enable them to provide appropriate learning experiences that develop and extend children's learning and development.
- If children are with us from turning two years old, then their keyworker will complete a two year old check. If this has been completed by a Health Visitor, we ask that this is shared with us.
- Parent discussions are held to share children's progress and parents can also speak to their key person on a regular basis.
- A full end of nursery report is completed when children leave us, to support their transition to school.
- All children have full access to the whole curriculum we offer, as planning is differentiated for their needs, interests, way of learning and using advice from the early support document. By making adjustments to the physical environment and using appropriate resources and tools, practitioners ensure that all children are able to take part in all activities at a suitable level for their ages and stages of development.
- The key person's role is to develop a good relationship with a child, their parents and other family members. They are responsible for observing, assessing and record keeping for individual children and closely liaising with parents and with the support of senior team members and the SENCO.
- Children who do not make expected progress will be identified and assessments used to highlight areas where additional support may be needed (Dingley's Promise and ATTS).
- Findings from assessments will be used to inform targets for a 'Things that Help me Learn and Grow' plan (TLP) and strategies outlined that will support the child. This will be shared for with parents and their input recorded. In addition, referrals will be made to outside agencies with the permission of parents. The SENCO will carry out frequent discussions with the child's keyworker to monitor and review progress.
- 'Things that help me learn and grow' plans (TLPs) are reviewed half termly.
- Effective provision mapping enables the setting to set out how we will provide support for individual children who have a targeted learning plan. (Wave 2)
- Picture cue cards are carried by practitioners to enable them to use picture referencing.
- Additional resources are made available such as communication boards, talking tins, now and next boards, picture referencing and Makaton signs.
- Ideas for parents are shared on our on-line platforms support given to parents of children with specific SEND in relation to successful strategies.
- At wave three of our provision map, children may need additional support from outside agencies such as the educational psychologist, physiotherapists, occupational therapist and paediatricians etc.
- The SENCO may also suggest applying for inclusion funding to provide more specific support through resources or to increase staff ratios to give more targeted support.
- Where appropriate an EHC application will be made alongside the parents.
- Every child has a key person who is responsible for: settling in and making a bond with the child when they first start, monitoring the child's progress and development, completing 2 year progress checks, completing termly parent discussions, keeping the SENCO and manager informed of any concerns and working with the SENCO in the case of a referral/request for involvement. They are also involved with carrying out assessments.
- Parents are included in all aspects of their child's care, learning and development, they are able to contribute to the planning and for children with SEND the parents are involved in setting targets and monitoring and reviewing their child's progress.
- Activities related to developing children's skills are shared with parents via a monthly overview and daily pictures.
- Children are involved and their opinions valued in all aspects of their learning and development, practitioners find out about their interests through observations and discussions and from information provided by parents.
- We are led by and observe children's play, actions, interactions and behaviours, and use these observations to develop further learning. This might be through the resources, responses, questions, stories and planning. We note significant information, which is personal to the child to inform ideas.
- We value the books, news or objects etc brought in by children and we take time to share this with them and other children.

- Children have access to their personal scrap books and enjoy looking through these and talking about what they used to do and seeing how they have progressed.
- Through discussions with the children, their ideas and interests help shape the learning opportunities planned.
- Resources are purchased and the environment is also revised regularly according to children's interests and requests.
- Parents are signposted to training events at local children's centres, Family Hubs and support groups such as the parent partnerships on request.
- For children with hearing difficulties, staff are aware of their individual needs and ensure the environment is not overly noisy, that the child is able to sit at the front or next to staff correctly to aid their hearing.

Teaching and Learning Part 2 - Provision & Resources

- The SENCO will take responsibility for liaising with other professionals, speech and language therapist, health visitor, outreach support teams, to ensure that any specialist services are accessed and that the setting continues to offer effective provision for the child.
- The need for specialist resources to meet the needs of children is determined following advice from outside agencies, parents or through observations. Inclusion funding is used to purchase them if possible, and some are provided by outside agencies, particularly for children who have complex needs. Speech and Language Therapists (SALT) advise the practitioners on how best to support children with language and communication difficulties and the implementation of PECS.
- The SENCO supports all practitioners and liaises closely with parents and outside agencies to ensure we are able to meet the needs of individual children in our care.
- We work with the specialist teaching service when we have a concern, beginning with a 'Request for involvement', which would be made with the parents' consent and input.
- Inclusion A funding is used to purchase resources and increase the staff available if possible.
- The setting ensures that all activities and trips out are inclusive. Parents are welcome to accompany their child or help on trips out.
- Planning is differentiated using SMART targets. By adjusting the physical environment and using some specialist resources, practitioners ensure that all children are able to take part in activities at a suitable level for their ages and stages of development.
- The physical environment is organised to meet the needs of all children and to ensure that all areas of provision, activities and equipment are easily accessible. We understand the need to make reasonable adjustments to support the needs of children who may join our setting.
- We will assess our environment and make adjustments where possible to accommodate children who need specialist equipment in our settings.
- There are sensory areas/ resources to support children with sensory needs.
- Picture cue cards for picture referencing are available.
- Communication boards are available in many of the areas of provision to support those children who have difficulties communicating verbally.

Transitions

- Before a child starts at Evergreen Early Years, we ask parents to complete an 'all about me' booklet, which the key person will use to ensure your child settles because their needs and interests are met.
- The nursery offers children a settling in period over one or two sessions, to ensure children feel happy and comfortable as they begin nursery, but longer if the child requires it, through discussion with parents.
- Our 'all about me' booklet collects details of SEND and any concerns parents may have, and any other professionals involved with the child and family.
- Discussions would be had with parents, at this point, to decide if our designated SEND sessions would be appropriate to ensure that the child settles well, and their individual needs are identified and met as they make the transition to nursery.
- If a child is attending another setting/child-minder we will speak with the professionals working with the child about their needs and how they are met.
- For some children who have physical and sensory difficulties and require specialist equipment, an environmental audit is necessary when they are preparing to move to a new setting. The SENCO will organise this.
- A learning report is completed for all children of preschool age, and this is passed on to their new school.
- For children who have more complex needs, a transition meeting with all the practitioners and professionals involved is organised and the transition document is completed, containing details of the targets, strategies and equipment that will be necessary to continue to support the child in school.

Team Training

- Across Evergreen Early Years we have 5 qualified teachers.
- Two practitioners have level 3 SENCO training. One SENCO oversees the three settings, and the roles of Deputy SENCOs are being developed at each of the settings.
- The team holds a wealth of knowledge, and specific knowledge is actively shared with others to strengthen practice.
- All the team are required to attend regular training to enhance their professional development.
- All the team have paediatric first aid training certificates and will update these before they run out to keep them up to date.
- There are 8 DSLs across the three settings.
- Safeguarding training is carried out annually in all settings for all the team.
- There are members of the team, who attend regular meetings to liaise with other professionals to learn new strategies for supporting children with speech, language and communication needs.
- We access support from health visitors, portage, speech and language, the specialist teaching team, inclusion north/ south and early years consultants.
- We are reflective in our practice and look out for relevant training which will support and enhance our knowledge and skills and keep us up to date.
- All practitioners attend regular training courses related to the EYFS.
- Training needs are identified in appraisals often relating to areas of SEND.
- We receive excellent advice and support from the LCC inclusion teacher who provides staff with information on how best to support individual children's needs.
- The SENCO regularly attends training to enable her to fulfil her role and she supports all the practitioners to ensure they can meet the needs of the children.
- The SENCO and all the practitioners are very experienced in supporting children with a range of SEND, including Speech and language difficulties, Autism, global delayed development and physical difficulties.
- The SENCO accesses cluster meetings and online training to ensure that she maintains her knowledge.

- The SENCO visits specialist providers to source resources and gather ideas for enabling environments.
- Evergreen is registered to 'noodle now' (training platform) and practitioners are regularly sign posted to training to enable us to support children with specific needs.
- SEND conferences are regularly attended to allow the settings to keep up to date with current trends, changes and facilities.
- At **Fulwood**: two members of the team are currently involved in a flagship WellComm programme. Across all three settings there are multiple members of the team who have had training on and used WellComm.
- The SENCO completed sensory training.
- A proportion of the team at **Fulwood** has had training on autism.
- At **Garstang**: there is a named equalities coordinator who has had training within the last 12 months.
- At **Garstang**: a proportion of the team have completed NELI pre-school training to support language and communication.
- Across the settings, two members of the team have attended Early Talk Boost training.
- A number of the **Garstang** team have Hanen Teacher Talk training in May 2023.
- A proportion of the team at **Ladyewell** has had training on autism.

Further Information

- The SENCO and managers will provide contact details for parent partnerships and other agencies who can provide relevant support for parents/carers.
- Parents are welcome to speak to their key person, manager or the SENCO at any time.
- Parents can also speak to Mrs Lisa Gregoire-Parker, the owner of the nursery, if they are unhappy with any aspect of the service provided.
- The SENCO can be emailed on alison@evergreenfutures.co.uk
- The leadership team can be contacted by:
Fulwood: calling the nursery telephone number 01772 446236 or emailing the manager on charlotte@evergreenfutures.co.uk
- **Garstang**: calling the nursery telephone number 01995 602012 or emailing the manager on steph@evergreenfutures.co.uk
- **Ladyewell**: calling the nursery telephone number 01772 862462 or emailing the manager on susie@evergreenfutures.co.uk
- Information relating to planned events are provided via emails on the on-line platforms or via letters.
- Parents can talk to their key persons at the beginning and at the end of a session or via telephone. They can also arrange a meeting.