



SEN and Disability

Local Offer: Early Years Settings

Name of Setting: **Preesall Fleetwood's
Charity Pre School**

The Special Educational Needs and Disability (SEND) Reforms will place a statutory requirement on settings from September 2014 to make information available to parents about how the setting supports children with SEND. The information you make available will form the main basis of your setting's Local Offer.

This Local Offer template is designed to help you to pull together information so that parents of children with Special Educational Needs (SEN) or disabilities know what support they can expect if their child attends your setting. Your setting's Local Offer must be published on your website. Your website must include the name and contact details of your SENCO and the following link to the Local Authority's Local Offer:

INSERT LINK HERE

The questions in the template are intended as prompts and reflect key issues that parents have told us they would like to know about when deciding which setting could best meet their child's needs. You may also wish to consult with your own parents about what to include in your Local Offer.

In developing your Local Offer you should be mindful that there is a requirement for a feedback facility to be available and for responses to be given to feedback received.

When you have added your Local Offer onto your website, please complete the following details and return the sheet by email to IDSS.SENDReforms@lancashire.gov.uk

When saving your local offer please use the following format:

Setting Name and Address	Preesall Fleetwood's Charity Pre School		Telephone Number	01253 810324
			Website Address	www.fleetwoods.ik.org/
Does the settings specialise in meeting the needs of children with a particular type of SEN?	No	Yes	If yes, please give details:	
	no			
What age range of pupils does the setting cater for?	3-5 years			
Name and contact details of your setting SENCO	Mrs J Crompton, Preesall Fleetwood's Charity Pre School, Mill Street, Preesall, Poulton Le Fylde, FY6 0NN			

We want to ensure that we keep your information up-to-date. To help us to do this, please provide the name and contact details of the person/role responsible for maintaining details of

the Local Offer for your setting (this may be the SENCO, manager/supervisor or owner of the setting).

Name of Person/Job Title	Mrs J Crompton Pre School Manager		
Contact telephone number	01253810324	Email	j.crompton@fleetwoods.lancs.sch.uk

Promoting Good Practice and Successes

The Local Offer will give your setting the opportunity to showcase any good practice you have around supporting children with Special Educational Needs/Disabilities to achieve their full potential. If you have any examples of good practice or success stories, we would encourage you to include these on your Local Offer web pages. For reasons of confidentiality, please ensure you do not use any personally identifiable information when using case studies to illustrate your setting's experiences of supporting children with SEND.

I confirm that our Local Offer has now been published on the setting website.

Please give the URL for the direct link to your Local Offer			
Name		Date	

Please return the completed form by email to:

IDSS.SENDReforms@lancashire.gov.uk

The Setting

- What type of setting is it?
What age group does the setting cater for – 0-4, 2-4 0-4 and before/after school clubs etc?
How many children are you registered to take in which age groups? How are the age groups organised?
Who are the key staff? (room leaders, manager/supervisor, SENCO, person with responsibility for behaviour, PICO, ENCO etc.)

What the setting provides

Fleetwood's Charity Pre School group operates in a rural primary school offering full day care term time only for children aged 3- 5 years old. Sessions run from 9am – 3.30 and children may also access the breakfast club 8-9 am and After school club 3.30-6.00 to extend their day.

The setting is registered for 24 children.

The Pre School operates from a room within the school with access to an outdoor play area and Forest for Forest Schools activities.

Manager Mrs J Crompton SENCO, ENCO, Behaviour

Assistant Manager Mrs J Fairbrother PICO

Assistant Mrs S Smith

Accessibility and Inclusion

- How accessible is the setting environment?
Is the building fully wheelchair accessible? Do you have accessible parking spaces? Have there been improvements in the auditory and visual environment? Are there accessible changing/toilet facilities? How do you improve access to the setting?
- How accessible is your information - including displays, policies and procedures etc.
Do you have information available in different font sizes, audio information, Braille, other languages etc. How does the setting communicate with parents and families whose first language is not English? How is information made accessible to parents and families with additional needs?
- How accessible is the provision?
How is the room organised, how can it be changed to meet the needs of children with SEND? How do you make use of resources such as symbols, pictures and sign graphics to support children's access to resources? Do you have furniture such as height adjustable tables or alternative ways of presenting activities so that children can access them?

What the setting provides

The setting is based in a school and is fully accessible in all areas. There is wheel chair access to all entrances.

We reflect the diversity of our society in our publicity and promotional materials.

We provide information in clear, concise language, whether in spoken or written form.

We will provide information in as many languages as possible if needed.

We base our admissions policy on a fair system.

We ensure that all parents are made aware of our equal opportunities policy.

We ensure that people with impairments can participate successfully in the services offered by the setting and in the curriculum offered.

Equipment is of a high standard and can be adapted to meet the needs of the children.

At the front of the school there is 1 reserved parking space and on street parking nearby.

Toilet and changing facilities are all adapted to be fully inclusive.

If you are a parent who does not have English as your first language, may be able to involve another family member who speak English, or if possible arrange for an external interpreter.

We regularly use video clips and photos to show what we have been doing that day, as well as our notice board and parent information letters.

Signs and posters around the setting are used with pictures to direct children and adults.

Accessible toilets and changing facilities are available, and we will explain the limitations of the building we use to you on your visit.

We provide multi sensory activities as part of our planning.

Policies are updated regularly and are available for parents.

Identification and Early Intervention

- How does the setting know if a child needs extra help and what should a parent do if they think their child may have special educational needs?
How do you identify children with special educational needs? (Refer to how you monitor children's progress - including the 2-3 year check)
How can a parent raise any concerns they may have?
How do you access additional advice and support? (Make reference to the setting's SEN/Inclusion policy and how this identifies the graduated response the setting follows).
- How are decisions made about how to support a child?
How do you determine and plan for additional support from within the setting? Describe the decision making process. Who will make the decision and on what basis? Who else will be involved? How will a parent/parents be involved?

What the setting provides

At Pre School each child has a key worker. Their role is to develop trusting sensitive relationships with parents and children to enable respectful sharing of information. If you have any concerns about your child's development you can ask for a time when you can discuss this in private with them.

Reports from health care professionals, such as health visitors, speech and language therapists, identify your child's individual needs. We welcome parents and professionals sharing these reports in order to plan appropriately to meet these needs.

On going observational assessments and Lancashire development tracking are used for all children and are linked to the development Matters ages and stages of development. This in some cases identifies individual needs.

These observations will be discussed with the SENCO (Special Educational Needs Co-ordinator) Mrs J Crompton. If your child's key worker has identified a possible individual need, they will discuss this with you in private, and plan together to support your child's learning and development.

Our SENCO will offer support and advice to your child's key worker and other staff in our setting. She will also liaise with other professionals to seek advice and support in identifying individual needs if necessary. Support and advice can be sought from the Area Senco, and Early Years advisory Teacher with your permission.

The setting has a SEN policy and Provision map

Teaching and Learning Part 1 – Practitioners and Practice

- How is teaching and learning developed in nursery?
Provide a brief overview of the context of the EYFS and the requirements within it – SEN requirements within the EYFS. Organisation of the setting – areas of provision, enhancements to areas of provision etc.
How is children's progress and development monitored? (Baseline assessments?, termly reviews?, parent & key person conferences?, 2-3 year development check)
What is the role of the key person for all children.
What are the setting's approaches to differentiation generally and for children with SEND?
- How will the early years setting's provision and staff practice support a child?
What is the role of the key person where children have additional needs/SEND and senior staff i.e. room leader, the role of the SENCO?
What is the setting's provision map and how is it used to support children learning and development? The use of TLPs to support children at Wave 2/3 of the provision map.
How will you match provision to the learning and development needs of a child with SEND?
- How will you help parents to support learning?
How do you explain to a parent(s) how learning is planned and how can parent(s) help support this outside of the setting? Which staff have a role in this and what is that role? i.e. PICO, SENCO, Key person?
Do you offer any parent training or learning events?
How do you find out about events provided by others and how do you let parents know about them?
- How is a child able to express their views?
How are children encouraged to express their views?
What resources or activities do you use that allow children to express their views?
What do you ask children for their views about?
How are children involved in the planning of their own learning and in reviewing their progress?

What the setting provides

We will get to know about your child before they start and through ongoing observational assessments. Targets linked to the Early Years Foundation Stage ages and stages of development will be set on TLP's to support the learning and development of your child. This enables planning for individual needs and learning goals. In addition to the TLP, they will have a Learning Journey; this will contain written observations, photographs and samples of your child's work to support staff in assessing and planning to help your child progress to their next steps.

Your child's key person and our SENCO will work together to make sure that the environment, routines and activities support your child's needs, and they will communicate with the rest of the staff to provide consistency and understanding within our team.

We will ask for copies of assessments from other professionals before your child starts, and advice from the Area Senco, and Early Years advisory Teacher will be sought, if necessary, with your prior permission.

The SENCO will monitor progress of children within the setting to address any areas of weakness. This information will be used to focus on specific areas and adapt areas that are not meeting the children's needs.

The children are involved in planning their next steps, consultations, helping with taking responsibility for their setting.

The children's Learning Styles, interests and stage of development will be recognised and used to promote achievements and development.

Teaching and Learning Part 2 - Provision & Resources

- How are the setting's resources used to support practitioners to meet children's special educational needs?
How does the setting determine what resources are available to support them in meeting the needs of children with special educational needs and disabilities?
How is the setting's funding allocated? If resources are required how are they sourced and purchased?
If additional staffing is provided, how is this organised?
How do you work with other professionals e.g. making key staff available to meet with/spend time with other professionals visiting the child? Provision Mapping
- What specialist services and expertise are available at or accessed by the setting?
Are there specialist staff working at the setting and what are their qualifications?
What other services does the setting access including education, health, therapy and social care services?
- How is a child included in activities outside the setting including trips?
What adjustment will you make to ensure a child is able to access the activities of the setting and how will you assist him or her to do so?
How do you involve parents/carers in planning activities and trips?

What the setting provides

Funding has been used to train staff, for example in Speech and Language support.

We also budget to provide for resources such as a visual time table.

How is the decision made about how much support my child will receive?

Through the observation process linked to the EYFS ages and stages of development, and in discussion with you we will identify what support is required.

Extra support will be put in place if necessary with the aim of enabling your child to become independent within their environment.

Ongoing partnerships with both you, other professionals and ourselves, will support the discussion making process.

Our SENCO will give advice on meeting your child's needs within our preschool in consultation with you, and other professionals where necessary with your permission.

Reports from health care professionals and other professionals, who are working with your child, will be used to plan support within the setting.

The Area SENCO or the Early Year Advisory Teacher or other professionals working with our SENCO will support the decision making process to planned targets on the ILPP. The ILPP will be written with you and will include how you can support your child at home.

Staff meetings within the setting will ensure all staff working with your child knows your child's strengths and needs, and how to support them.

Every effort will be made to include all children in activities and outings with reasonable adjustments being made to accommodate individual needs.

For any more information please contact us, and speak to our SENCO Mrs J Crompton.

Reviews

- How do parents know how their child is doing?
In addition to the normal reporting arrangements what opportunities are there be for parents to discuss their child's progress with the staff?
How does the setting know how well a child is doing?
How will parents know what progress their child should be making?
What opportunities are there for regular contact about things that have happened at in the setting e.g. a home nursery book
- How will parents be involved in discussions about and planning for a child's education?
How and when will parents be involved in planning a child's education?
How are parents/carers involved in the setting more widely?

What the setting provides

Your child's key worker or SENCO will discuss with you, at your child's review meetings, how best to support your child and give you ideas for activities at home that will mirror what we do at preschool.

If your child has specific identified needs, we will work with the team, supporting your child and explain to you how we are acting on advice given by them to support your child.

We will discuss with you on a daily basis at drop off and collections times, how your child is doing on that particular day, which enables you to let us know about any new information we may need to have.

If your child attends more than one setting we will use a Busy book to share what your child has been doing with us.

Written reports and parents meetings are done twice a year but we have an open door policy and happy to meet parents anytime.

We encourage you to be involved from the first visits to preschool, to register your child at our setting. The child's strengths, needs, likes and dislikes are discussed at this time to help us make the settling in process go smoothly.

You are involved in identifying needs, information sharing identifying targets and next steps to focus on at home and in our setting and reviewing progress toward these targets at review meetings.

Your permission will be sought before involving outside agencies.

Transitions

- How does the setting prepare and support a child to join the setting, transfer to a new setting or the next stage of education and life to ensure his/her well-being?
What preparation is there for the setting, parents and the child before he/she joins the setting?
How will a child be prepared to move onto the next stage?
What information will be provided to a new setting?
How will a new setting be supported to prepare for a child? (Use of access action plans when children have known needs that may require more significant planning)

What the setting provides

When a child is transitioning to school or moving on to a new setting, the child's key person and SENCO are invited to observe the child and discuss the child's strengths and needs. The Key person and SENCO can attend meetings and share targets on ILPP and minutes of review meetings.

When a child is transitioning their views and feelings can be shared through photographs reflecting what they have done, achieved and enjoyed. Learning journeys, ILPPs, on track assessments and other relevant documents are passed on to the receiving setting. Photo books can be created of the new setting /school that the child can share with parents / key person on a regular basis before the move. The use of role play with school uniform, books and lunch time practice is a good way to help a child become familiar with new routines.

Staff Training

- What training have the staff supporting children with SEND, had or are expected to have?
What number of staff hold what level of qualification?
How many staff are in training to move up to next level?
What level are the manager, SENCO, room leaders trained to?
Do you have any/how many staff with EYPS?
What experience does the staff team have of children with SEND? This should include recent and future planned training and disability awareness. In house and external training and 'on the job' experience including input from external professionals that has resulted in staff being 'skilled up' in particular areas.
Are there any staff (e.g. within chains of nurseries) that are available to support you? What qualifications/experience do they have?
Do any staff have any specialist qualifications?
Is the setting recognised/accredited as, for example, an 'I Can' nursery or does the setting have other quality assurance recognition related to SEND?

What the setting provides

The staff are committed to developing their skills and are encouraged to attend appropriate training: Staff training includes EYFS Unique child, Positive relationships, Enabling environments, Learning and development, Welfare requirements, SEF information, Observation and assessment, Letters and Sounds, Nurturing environments, PICO and ENCO First aid, Food Hygiene, Safeguarding ,Healthy Heroes, Road safety .

All are qualified to a minimum level 3. The manager is qualified as an Early Years Professional (level 6) and 2 members of staff have completed the Foundation Degree in Early Years. All staff complete training for the Early Years Foundation Stage Curriculum and Pediatric first aid certificate. The manager

has completed the Forest Schools Leader level 3 training and The Scandinavian outdoor learning certificate.

Staff Training

Mrs Crompton: Early Years Professional, First aid, Life support and Defibrillation, Safeguarding Nominated Officer, CAF, Disability awareness, Challenging Behaviour, SENCO code of practice, Sharing Concerns, TEAM TEACH, autistic spectrum, meeting individual needs, Speech and Language and I CAN.

Mrs Fairbrother: Foundation degree early years, First aid, Safeguarding Nominated Officer, CAF, Meeting individual needs, Talk Boost and Nuffield early Intervention.

Mrs Smith childcare level3, Safeguarding training, First aid

Staff regularly attends cluster meetings run by the local Children's centre and local consultants. The manager attends EYP cluster meetings. The manager is a Leading Practitioner for Lancashire and welcomes other settings to share good practice.

Further Information

- Who can be contacted for further information?
Who should a parent contact to discuss something about their child?
Who else has a role in the education of each child?
Who can parents talk to if they are unhappy?
Does the setting have an open door policy?
What opportunities exist for discussions at drop off/pick up times?
Can appointments be made to see specific staff at specific times?
How can contact be made with specific staff (eg: Phone, text, email, notes, home-nursery diary etc)

What the setting provides

The first point of contact within the setting is your child's key person. The parents can identify the SENCO from the information pack or on the notice board. The settings SENCO, Manager or head teacher will also be able to offer advice and will be able to signpost parents to other professionals that may be able to help such as the health visitor, children centre staff, the inclusion officer and Speech and Language Therapist (SALT). The setting has a named practitioner for behaviour management and can also access support for parents from the Area SENCO and the Early Years Consultant with parental permission.