



SEN and Disability

Local Offer: Early Years Settings

Name of Setting: **Charnock Richard 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:

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.SENReforms@lancashire.gov.uk

When saving your local offer please use the following format:

LO-SETTINGNAME

eg: LO-FLUFFYBUNNIES

| | | | | |
|---|------------------------------------|------------|-------------------------------------|---|
| Setting Name and Address | Charnock Richard Pre-School | | Telephone Number | 07944217699 |
| | | | Website Address | www.charnockrichardpreschool.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: | |
| | X | | | |
| What age range of pupils does the setting cater for? | 2-5 | | | |
| Name and contact details of your setting SENCO | Miss Kelly Wilson | | | |

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 | Miss Kelly Wilson Deputy Manager & SENCO | | |
| Contact telephone number | 07944217699 | Email | info@charnockrichardpreschool.co.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 | http://www.charnockrichardpreschool.co.uk/LOcharnockrichardpreschool.pdf | | |
| Name | Kelly Wilson | Date | 6th November 2019 |

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

Charnock Richard Pre-School sits in the heart of the community in the rural village of Charnock Richard.

The Pre-School provides up to 35 places overall, we can cater for funded eligible 2-year olds, and all funded 3-4-year olds. Places are sessional taken over five mornings or five afternoons. We also run a breakfast club session time from 7.30am to 9.00am and a half hour after session, leading our opening times to be 7.30am to 3.30pm. The setting is free flow and all children always have access to all rooms and the outdoors.

The Pre-School is a registered charity.

The setting Manager is also the settings Designated Lead Practitioner for Safeguarding, she is level 5 qualified and has worked at the Pre-School since 2008. The settings Deputy Manager is level 3 qualified and is also the SENDCO and behaviour coordinator, she is a very experienced practitioner who has worked at the Pre-School since 2007. The Pre-School also benefits from having a full-time qualified Teacher. The Manager, Deputy Manager and Teacher are supported by one level 4 qualified practitioner, two level 3 qualified practitioners and three level 2 qualified practitioners.

A key worker system is in place, including first and second key workers.

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 Pre-school adheres to the Lancashire local authority admission policy, giving priority to children with Special Educational Needs.

An emergency evacuation vibrating alarm fob is available from our Area Inclusion Teacher for hearing impaired adults.

Personal Evacuation Plans are put in place for individual children who have a disability.

Changing beds, potties and low-level toilets are available.

A setting access plan is reviewed on an annual basis and is available on request.

The beautiful and exciting outdoor play area is fully wheelchair accessible.

The Pre-School is all one level, there are no stairs, and is wheelchair accessible, with a ramp to the entrance.

All policies are available on the parent shelf near the entrance and printed copies are available on request. We also have a parent notice board with local information available, and links to the local children centres and children and family well-being service.

A shelf of inclusion information is also available for parents of any children with additional needs.

The Pre-School welcomes parents to come and discuss their child's needs.

Both rooms are adapted to best meet the needs and interests of the children daily.

Picture communication systems are used where required.

"Signalong" sign language is used throughout.

A Mantra Lingua pen is available to support children with EAL.

EAL guidance for practitioners is available.

Resources are organised to promote individual choices. Core resources in continuous provision are always available to children and are clearly visible.

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

The Pre-School ethos is to work in partnership with parents. If a parent is worried about their child's learning they should talk to the child's key worker or Pre-School manager.

All children's progress is carefully monitored through observation. Summative assessments are undertaken each term in partnership with parents. Parents are invited into setting to discuss their child's progress and attainment. Children often show different skills and behaviours in different settings. Summative assessment judgement agreed with parents is entered onto a spreadsheet from which is cascaded to staff. This also identifies any individual or setting strengths and weaknesses, highlighting typical age phase development. Parents can see in which areas their child is making most progress and reaching a stage typical for their age. The Manager scrutinises each child's progress. If a child appears not to be making good progress this is discussed with the key worker and the parents. Objective led planning is derived from any "gap" areas and employed throughout the setting.

If required, children are screened for speech and language development using "Wellcomm".

If necessary early intervention strategies are employed.

The written 2-year-old progress check is carried out on all children aged between 24-36 months. This is completed in conjunction with parents.

Where a child's progress is poor, intervention strategies are put into place and written up in a Targeted Learning Plan. This is agreed with parents. This is monitored and reviewed approximately every six weeks. Where progress continues to be limited a referral to appropriate professionals is made with parents' permission. If required a CAF (Common Assessment Framework) from is completed with parents and other relevant professionals. The CAF is designed to be used when: a practitioner is worried about how well a child is progressing e.g. concerns about their health, development, welfare (in accordance to Lancashire Safeguarding Children's Board and our own policies), behaviour, progress in learning or any other aspect of their wellbeing. If a child, or their parent/carer, raises a concern with a practitioner or a child's needs are unclear, or broader than the practitioner's service can address a CAF may also be employed. The process is entirely voluntary.

The setting works with other professionals such as educational psychologists, occupational therapists, physiotherapists, health visitors, speech and language specialists and Area Inclusion Teachers. Often, a programme of work or an episode plan will be directed by a specialising professional and carried out by Pre-School staff.

Additional support and intervention work will be recorded in a Targeted Learning Plan, agreed with parents. The Pre-School aims to promote inclusive practice and wherever possible children's needs will be met in the mainstream provision. Withdrawal takes place only where necessary. The Pre-School supports children by adjusting staffing ratios where possible. All staff will work with a child who has SEN in order to avoid dependency. The child's key worker will feed back to parents each day and inform other staff of any messages or information received from parents.

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

The Pre-School school works to the Early Years Framework's Development Matters, final version.

The school's teaching and learning policy works to meet the learning needs of individual children. The key worker role is regarded as an essential part of the teaching and learning Policy.

All staff hold a level 2 qualification as a minimum and are led by the Pre-School Manager and Deputy Manager.

The setting also employs a level 3 member of staff to be PICO. A newsletter is written half termly informing parents of up coming events for the term.

Children are assessed against the Characteristics of Effective Learning, how well they are developing age appropriately in accordance to the Development Matters age phase. Assessments are made in partnership with parents on entry to Pre-School and during each term in conjunction with parents, on the EYFS trackers, a progress summary (summative assessment) is then written for each child which highlights strengths which are used to promote areas of further development. A setting analysis is completed, displaying individual and setting areas of strengths and gaps, from which objective led planning is developed. Report cards providing an overview of children's progress are completed twice yearly.

Formative assessments and observations are used to identify individual learning on a daily and weekly basis, which informs our enhancement planning, and individual planning by key workers for their key children. Observations and significant comments are annotated daily from which other individual and group learning needs are met. Parents are invited to comment daily in their child's individual learning journey and in the setting Group Learning Book.

Parent's evenings are run twice yearly in order to share ideas and knowledge about how their child learns and the EYFS in general. Learning journeys and Group Learning Books are again also shared, encouraging parents to share their child's learning in setting.

Our PICO is also the 2-year-old learning coordinator, ensuring a variety of appropriate activities and experiences are provided for our younger children on a weekly basis. This is based on interests, schemas and sensory experiences.

Leaflets promoting groups or events for specific disabilities and additional needs are accessed from the Parent Partnership, Children's Trust, Children's Centre and local authority. They are downloaded and provided for parents who have children with Special Educational Needs or Disabilities as appropriate or upon parent's request. Links are often advertised on the Parent's notice board.

The Children's Centre outreach team offer support to parents when requested. This may be offered in the centre or in the child's home. Outreach workers are skilled in listening to parents and helping parents to make informed choices. The outreach team can signpost or support families in accessing other services where required.

Observations of children are also undertaken, and judgements made about their levels of involvement in activities and their emotional well-being, using Ferre-Laevers emotional wellbeing and involvement scales. Where levels are low, adjustments to the provision are considered.

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

All staff are fully qualified as a minimum level 2, with the majority being higher. Each practitioner works under the direction of the Manager and Deputy Manager who is also the SENDCO. The Manager monitors all children's progress in conjunction with qualified teacher each term.

Support and advice are actively sought from other professionals such as Occupational Therapists, Psychologists, Physiotherapists, and Specialist Teachers from the Inclusion and Disability Service. All staff are required to work in partnership with other professionals. Whilst we are committed to children working as part of the mainstream provision supported by all staff, where required, additional support may be given at specific times of the day.

We also have 2 members of staff with specific autism training and experience.

The setting is always free flow, with free access to the outdoors daily. Children are grouped on arrival to Pre-School with a key worker. Circle times twice daily are also undertaken with their key worker. Resources are open-ended promoting children's fascinations and schemas at a developmentally appropriate level. We use provision mapping and audit areas of learning to identify resources and how the environment is supporting children's needs. Where specialist resources are required, we endeavour to access these from loan services and where possible will purchase additional resources.

When school educational visits are planned, risk assessments are undertaken, and we consider the needs of individual children with appropriate support and reasonable adjustments put into place. Where required, children are supported on trips on a one-to-one basis.

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

We work in partnership with parents to review children's needs and progress. This involves:

- Induction visits by children and their parents
- Three free taster sessions before child starts Pre-School
- Home visits on induction (on request) with pen portraits written from parents' information in the form of an "all about me" booklet. This then forms the beginning of their Learning Journey books.
- What to expect when document shared and completed by parents during induction
- Liaison with former settings, with assessments and sharing of Learning Journeys.
- A "Busy Day" sheet is completed for all 2-3-year olds in order to share activities that their child has undertaken that day with parents.
- Monthly Stay and Play sessions, parents invited to stay and play once a month
- Parent's meetings
- Report cards twice yearly.
- Summative assessments each term, with formative assessments on a continual basis to inform planning.
- Making Children's Learning Visible with a strength and gap analysis charting progress each term across all areas of learning.
- A strong key worker/2nd key worker system promoting daily opportunities for parent and key-worker discussions regarding children.
- Home school link books for children who are unable to communicate verbally
- Fundraising and events held each term e.g. Christmas celebration morning
- Targeted Learning Plan reviews and planning meetings usually done through Team Around the Child (TAC) Meetings

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

The term prior to a child starting Pre-School parents have a tour with their named key worker and then bring their child for visits. A home visit (if requested) is undertaken where the child's strengths, needs, parent's worries and concerns are discussed.

We identify with parents for example how children like to be comforted, what are their personal care needs and what their interests are. We encourage parents and children to visit Pre-School for a settling in period on a child led basis for as long as they feel is necessary. We encourage children to feel secure in their new environment and are given the opportunity to form a secure relationship with their key worker prior to being separated from their parent. We also invite parents to the monthly stay and play session.

On transition to school all teachers are invited to observe the child in our setting. All children have a transition document completed which is shared with parents. This is then given to their new school, with summaries of each area of learning, the characteristics of learning and development bands.

Most Pre-School children transfer to Charnock Richard CE Primary School there is therefore a good link and we can undertake an even closer transition. Not all our children transfer to Charnock Richard CE Primary School, so we link well with other local schools too.

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

All staff in our Pre-School are qualified to a level 2 or above. The Manager, Deputy Manager, qualified teacher and a level 4 practitioner work closely together to lead the teaching, learning and assessment process. The effectiveness of teaching and learning is overseen by the Manager who is level 5 qualified. Progress is also reported each term to the Pre-School committee, who is made up of parents and members of the community.

We have a strong commitment to further professional development supporting and encouraging staff to engage in further training/development opportunities (of which there are many) provided by the LCC Early Years Consultants.

When a child has specifically identified learning needs, appropriate training is accessed when required.

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

Parents are encouraged to talk to their child's key worker daily on arrival to setting in the morning. Parents are welcome to make an appointment with Gill Leadbetter the Manager or Kelly Wilson the Deputy Manager and SENDCO to discuss any concerns or uncertainties no matter how small, if necessary. Appointments can also be made to have longer more in-depth discussions if required. These would take place at a time convenient for parents.

As a local Pre-School in the heart of a community we strive to get things right for children and families. We aim to deal with concerns effectively. However, a complaints policy is available on request.