



SEN and Disability

**Local Offer: Early Years
Setting**

Name of Setting: **Garstang Pre-
School and Nursery**



www.lancashire.gov.uk

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.SENDReforms@lancashire.gov.uk

When saving your local offer please use the following format:

LO-SETTINGNAME-UPIN/EFA REFERENCE NUMBER

LO-GARSTANGPRESCHOOL-3680

Setting Name and Address	Garstang School Pre-and Nursery		Telephone Number	01995603794
			Website Address	garstangpreschool@live.co.uk
Does the settings specialise in meeting the needs of children with a particular type of SEN?	No	Yes	As a setting we have supported children with a range of special educational needs including speech and language needs, autistic children and children with mobility needs	
		X		
What age range of children does the setting cater	0-4 years			

for?		
Name and contact details of your setting SENCO		Mrs Lindsey Turnbull 01995 603794 Sandra Rawlinson 01995 603794

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 Lindsey Turnbull		
Contact telephone number	01995 603794	Email	garstangpreschool@live.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			
Name	Sandra Rawlinson	Date	April 2014

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

The setting is a full day care setting. Places are available for children from the age of 0-4. The setting is open Monday to Friday, 8.00am - 6:00pm, 50 weeks of the year. The setting is registered to take 37 children, 9 under 2 years, 28 children aged 2-4 years

The setting is organised in to groups by age although this is flexible, there are two rooms, one 0-2 and one 2-4 years. There are key staff in each room to support the children at their individual stage of development. In each room there is a room leader, the role of the room leader is to lead and support practitioners working within the age phase, monitor the provision on offer in the setting for their age phase and ensure there is consistency between the two groups in each age phase.

In addition to age phase leaders the setting also has practitioners with additional responsibilities, these include; a named person with responsibility for supporting behaviour, a named person with responsibility for parental involvement, two nominated safeguarding officers and a SENCO.

There is a deputy manager; it is part of their role to support the room leaders and the practitioners with additional responsibilities. We are very lucky to of had access in our setting to a high level of training, the Nursery manager is a qualified teacher and has worked for the Early Years team to deliver ECAT (speech and language training) our deputy manager has completed her degree in the early Education. In the 2-4 room the room leader and SENCO has completed her degree in Early Years education and Early Years Professional qualification. We have two other qualified teachers in the room and 2 other staff with level three. In the 0-2 room the room leader has completed her degree, one staff member has a level 4 qualification and the reminding ttree staff have completed their level three.

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 building:

The setting is housed in a purpose built single story building. The building is wheelchair accessible from all entrances/exits. There are two accessible parking spaces at the front of the building. The building is accessed via a buzzer/intercom system linked to each of the rooms and the front door opens via a touch button located on both sides of the door.

There are two accessible toilets in the building. These are adult facilities but they can be used for children if they are required.

There is a small storage area for buggies and car seats. Although space is limited, this area is also used to store specialist equipment such as standing frames when they are not in use.

The corridors are illuminated by strip lighting there is no natural/day light in these areas. The walls are painted cream and the skirting and architrave is white. The floor is carpeted with a none slip, short pile that can be easily moved across by all mobility aids.

All the internal doors around the building are made for wheel chair access, The doors to rooms have viewing panes at the top and bottom in the corridor, doors to storage cupboards and toilets are solid; storage doors are secured with keys. There are laminated A4 paper signs which name the rooms and toilets.

There are parent information boards in the entrance area. These contain information about the setting, including some policies. The information boards also contain information about activities and events in the local area as we are based in Rural Wyre Children's Centre a lot of the information is about their current events, groups and campaigns. The information from other providers is only available in the format in which it is sent to us. However, some nursery policies are available in large print, this is something we continue to improve and develop. We are also working on having policies available in audio format. For families who require it, we are able to make copies of policies available electronically.

The rooms:

All the rooms are illuminated with strip lighting and there are roller blinds on all the windows. The walls are painted in a pale colour with display boards mounted at adult height. The display boards are backed in pastel colours to stand out from the pale walls. The floors are carpet and vinyl. Rugs are used in all the rooms to make comfortable areas for play and relaxation. All the rooms have a small kitchen area with wall and base units, sink and work top. Apart from the kitchen areas all the furniture is freestanding so can be moved and rearranged to make space for specialist equipment or to ensure the rooms are accessible for children using walkers or wheelchairs, although we try to maintain access for wheelchairs and walkers at all times due to our current service users

In the **0-2s room** there are low wooden chairs with low wooden tables, there is a large carpet

area which covers 1/3 of the floor. Cushions, baby bouncers, soft blankets/fabric and pillows are used to make soft/comfortable areas. There is one cot in the 0-2s room. Children can also make use of wipe able sleep mats in this age group. For meals, high chairs are available for the 0-1s and, where required, for the 1-2s. Resources are suitable for children under 2 and include toys that light up, vibrate and make sounds. Treasure baskets are used to encourage and support play and exploration.

In the **2-4s rooms** there are height adjustable tables and chairs of varying heights and sizes. Rugs are used to make a book and circle time area, Tuff spots are used to bring activities to floor level. The sand and water trays are also height adjustable. For children's toys/resources, storage units are all at children's heights. Photographs and labels are displayed on the front of boxes so it is clear what is in them. Resources are organised in to areas of provision. In each area sign vocabulary is displayed so practitioners can refer to it when supporting children in play. Toys are resources are appropriate for children, although toys/resources can be borrowed from 0-2s if these are more appropriate to a child's needs or development.

The Outdoors:

The outdoor environment consists of a path around an area of no mow grass (astro turf) we have two small climbing frames, a sand pit surrounded by railway sleepers, two outdoor play houses with bannisters and hand rails for children to hold on to and walk around. We have low and high walk trays and a mud kitchen as well as a large scale construction and balancing area. The area is fairly large and is used by all the children in the setting, we promote a high level of adult: child ratios to encourage the children to think about the other children around them and think about what is safe.

The most of the areas are even and are suitable for children who use walking frames or wheelchairs. The grassed areas are generally flat but there is some natural unevenness in the ground. In the outdoor area there are raised beds for planting and growing herbs and vegetables.

Resources are taken outside on a daily basis and are chosen and adapted to suit the needs of the children attending the setting.

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

Children's progress is closely monitored in our setting. Each child has their own learning journey which includes annotated observations of them in nursery, observations and comments from parents/family and friends, tracking information about their progress across the areas of learning and development within the EYFS, it is kept updated by the child's key person and is individual to the child, depending on their age, interests and stage of development. More detailed information about learning journeys and what is in them is shared with parents when their child begins attending our setting. This is to ensure parents understand what they are, how they are used in nursery, what is in them and how parents can contribute to them.

Children's learning journeys are available for the children to access themselves and also for parents to look at any time they would like. Although a child's key person is available to chat to parents at drop off and pick up times, the child's key person is available at drop in open evenings that we hold once a term, to look at the learning journey and discuss progress and any concerns. Additional appointments can be made outside of these times to discuss any issues in more depth and more confidentially than is often possible at pick up and drop off times. If a parent would like to arrange to meet with their child's key person, they only need to ask.

In addition to the child's learning journey we also undertake the 2-3 year progress check. This is a requirement of the Early Years Foundation Stage (EYFS) and is done for all children in this age group. The EYFS requires us to report to parents on their child's 2-3 year progress check; discussing and identifying strengths as well as concerns. Where the progress check suggest that a child may be experiencing some difficulties or delay in their development this is shared with parents and options/appropriate next steps are discussed:

- For some children the next steps may involve the key person targeting a specific area of development and planning additional opportunities for the child to have experiences designed to support the area of learning and development identified. This enhancement and targeting links to the wave two interventions identified within our setting's provision mapping. This would then be reviewed to see how the child has progressed and whether or not additional steps need to be taken to support the child's progress and development.

- For other children the next step may also include developing a targeted learning plan where specific aims are developed with parents to support the child's development. We may also discuss with parents whether it would be appropriate to refer their child to other services such as speech and language therapy, this would require parental consent.
- Another next step may be to ask the local authority Inclusion Teacher to visit the child in the setting to provide some additional advice and guidance to practitioners to support them in meeting the needs of the child. This visit is called a 'Request for Guidance' and can only be undertaken with parental consent.

Our Special Educational Needs policy provides the context for supporting children through these 'next steps', this is referred to as the graduated response. Our SEN Policy is available in the setting.

In our setting we use provision mapping to identify ways in which we support all children in the setting. Provision mapping identifies what we provide for all children (wave one), for children who require a little bit of extra input in a specific area (wave two) and children who require more specialised or intensive intervention (wave three).

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 setting works within the framework of the EYFS. Each of the rooms within the setting are resourced according to the age phase and needs of the children within them. Practitioners use Development Matters and the Statutory Guidance for the EYFS to plan provision and activities for the children in their care. The EYFS identifies three prime areas of learning and development and four specific areas of learning and development.

In the 0-2 age phase the prime areas of learning and development (Communication and Language, Physical and Personal, Social and Emotional Development) are the areas of focus.

In the 2-3 age phase the prime areas remain significant but there is an emergence on the specific areas of development and learning

In the 3-4 age phase the prime areas continue to be a focus but there is an increasing balance between focusing on supporting children's development in these areas and the specific areas.

Activities and provision are adapted to suit the needs of all children in each age phase. Practitioners differentiate the activities that they develop and the provision that is on offer in their rooms to meet the needs of the children in their group. For some children a greater level of differentiation is required because they have additional or special educational needs. Practitioners are sensitive to the developmental needs of the children in their care and when they are differentiating activities and provision have this in mind so that all children are able to access the setting in a way that is appropriate to their needs. All key staff plan to support children by planning activities to meet the child's current interests, to promote their learning and development through fun and exciting activities. The setting's environment and resources are flexible and change to reflect the current attending children's needs and interests.

All children have a key person. It is the role of the key person to liaise with the child's parents regarding their time in nursery, we can offer support and ideas of activities to do at home to support your child's development and signpost courses and information evenings run by the children's centre when needed. The key person supports the child by finding out their level of development now and where they need to go to next. The key person is responsible for the updating the child's learning journey and accessing them through the Early Years Foundation Stage and completing the developmental assessments, these are completed as a baseline after they first settle in and then termly throughout their time with us. If the key person has any concerns/wants to support a child in a particular area (for example speech and language development) the key person may be supported by the settings SENCO to discuss activities ideas that would boost the child's learning in that area of development and if needed support the key person in discussing with parents putting together a targeted learning plan to support the child in that area of development.

Children are encouraged to express their views about their own learning through their learning journey. Children are able to access their learning journey at any time and they are encouraged to share it with practitioners and each other. In addition to these informal opportunities to share the learning journey, once each term the key person sits down with the child and they look through the learning journey together. The key person talks to the child about the things they have done and annotates the journey with the child's comment. In our setting children are able to use digital cameras to take pictures of the things they have done in nursery, these can then be included in the child's learning journey. We also encourage the children to get involved with planning what activities we should have by asking for their views and following their interests and plan plenty of speaking and listening activities.

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

Each age phase is provided with resources that are developmentally appropriate for that age group. We ensure there are resources available that overlap with the age phase below and above so that children who are developing more slowly or more quickly can access resources appropriate to their stage of learning and development. We use our provision mapping to help us to identify some of the resources and activities available to support children's needs

When children first look around the setting and start the settling sessions, we will talk with parents and if needed look at our current equipment to see if it is suitable. Where children require access to resources that are significantly different to the resources available within their age phase we make arrangements to share resources with younger or older groups. Where children need resources that are not usually available in our setting we endeavour to access these from loan facilities, support services. We liaise with parents and outside professionals to ensure resources are appropriate for the needs of the child, this should be discussed before the child starts the setting so we have suitable seating, changing/toileting and space to meet the needs of the child, on their very first day.

All practitioners are encouraged to work with external professionals who visit children in the setting, some will have more experience of this than others but they are supported by the SENCO and their room leader. For some children it may be the case that at specific times of the nursery day they require additional support. As a setting we endeavour to make reasonable adjustments provide this. We have already worked with physiotherapists, OT, Speech therapists and the inclusion team and have experience in using some of the specialist equipment. We have got a range of staff with experience of working with children with a range of mobility and sensory needs.

In our setting we like to plan trips and outings, all children are included in these. We undertake risk assessments of the places we intend to visit and consider the needs of the children who will be visiting. We make reasonable adjustments when planning trips and outings to ensure the places we visit are accessible and meet the needs of the children attending our setting.

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

Before children start at our setting we always encourage them to come and look round and meet the staff, we have an open house policy and usually there will be someone available to show you round when the time is best for you. After deciding to start at the setting we offer all new parents and children a home visit. This is a chance to find out more information about the current needs, interest and stage of development of your child before they start. It also gives the parent/carer a chance to ask us any questions about the nursery and allows the child/ren to get to know the room staff in a comfortable environment before they start their settling sessions in Nursery.

From the home visit if it is decided that a child needs specialist equipment or extra support to access the current equipment in Nursery, an education and care plan may be put in place. This will take into account the child's current needs and determine what needs to be into place for the staff to meet those needs. For example does the child need a different chair, or do staff need training to use an epi pen or does there need to be an extra member of staff for that child at lunch time? Once this is put into place the child and parent will come for settling sessions and as with any child these can be a short or longer period depending on the child.

The key person and SENCO will then support the child and family throughout their time at nursery and review the child and their targeted learning journey plans if needed and equipment every 6 weeks. They will liaise with professionals involved with the child and family and if needed and with permission off the family, will refer the child to the Early Years Education Panel where it will be decided if the child will be able to receive funding or equipment in time for them to transfer to their next setting.

The key person and SENCO will then plan a transition meeting with the child's next setting, to offer advice, information about current targeted learning plans and what current equipment if any is being used. We will support writing access action plans and some targets to help settle the child in their first few days of being in a new setting.

At all points of the transition process into or out of the setting the key person and SENCO regularly speak with the parent/carer of the child, to discuss where the child is at at that moment in time and what they need next to best support their education and learning. We do not contact any other setting/professional without speaking to the parent/carer first.

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 practitioners in our setting are qualified to level 3 or above. The manager is level 6, has a teaching qualification and is an Early Years Professional. The deputy and both room leaders are level 6 and one has her Early Years Professional Status. We also have another member of staff at level 4 and two others at level 6.

We have a regular programme of supervision and appraisals for all practitioners. We value opportunities to support their further professional development and they are encouraged to seek and are provided with opportunities for this.

Within our setting we have staff who have completed the following training courses:

ELKLAN
ECaT
Early talk signing
Managing behaviour in early years settings
ICAN accreditation
Forest Schools
Linking sounds and letters
ABC and beyond speech and language
NELI speech and language training
Characteristics of effective learning
Treasure baskets

As a setting we also seek to support practitioners to further develop their knowledge and understanding of a range of additional and special educational needs. Practitioners have access to a wide library of resources and books. These are also available for parents to borrow.

We also make use of the local authorities Children First website to access information and e-learning modules. All staff have completed CAF training level one and two. We also use the Children Centre for Child safeguarding training and 1st aid.

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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

For any further information please contact: Sandra Rawlinson the Nursery manager on: 01995 603794 or Lindsey on the same number.

We have an open door policy and can be contacted at anytime during Nursery open hours 8.00am to 6.00pm or feel free to drop in and visit us within Rural Wyre Children’s Centre
Kepple Lane,
Garstang
PR3 1PB
(Based on ST Thomas primary school site)

As a setting we are required to have a procedure for dealing with complaints. This is available to parents within the nursery, we have the procedure on the parent notice board or anyone can request more information from a member of staff