



SEN and Disability

Local Offer: Early Years Settings

Name of Setting: **Heysham Youth & Community
Centre 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:

LO-SETTINGNAME

Setting Name and Address	Heysham Youth & Community Centre		Telephone Number	01524853114
	Pre-School, Emmaus Road,		Website Address	
Does the settings specialise in meeting the needs of children with a particular type of SEN?	No		If yes, please give details:	
What age range of pupils does the setting cater for?	2 – 4 years of age			
Name and contact details of your setting SENCO	Dawn Hepburn 01524853114			

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	Dawn Hepburn – Manager and SENCO		
Contact telephone number	01524853114	Email	Dawn.hepburn@lancashire.gov.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.)

The setting operates from Heysham Children's Centre. We have access to an outdoor play area, which is securely fenced and has a safe play surface. We are open from 8am until 5pm Monday to Friday, term time only. The setting achieved Step Into Quality in May 2011 and we have now completed stage 1 of the Lancashire Quality Award. We can take up to 26 children each session and a key person system is in operation in the setting.

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?

The building is all on one level and is wheelchair accessible. There is a ramp to allow access to the upper outdoor area. Accessible toilet facilities are available. General information and policies can be made available in different formats where necessary.

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?

The progress and development of all children is monitored through observations and Early Years Foundation Stage tracking. Progress checks are completed on the children before their 3rd birthday. If a child appears to need extra help local authority assistance can be requested through the settings Inclusion teacher. The graduated response system is used to give the help necessary for each individual child. The key person system is used in the setting, giving opportunities for ongoing discussions regarding supporting the child in the best possible way. Wellcomm screening is used in the setting to assess the children's communication and language levels.

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?

Practitioners are sensitive to the individual needs of all children and activities are differentiated accordingly. The key person system enables good relationships to be built between the setting, the children and their families. On entry into nursery, baseline assessments are completed on the children to give a starting point, this enables us to plan future progression for each child. Each child has their own Learning Journey, compiled by their key person; this is given to the parents/carers when the child moves on to a new setting.

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?

Reasonable adjustments are made to accommodate children with special educational needs and disabilities. Key persons are supported by the settings special educational needs co-ordinator (SENCO), and other staff. AEN funding can be accessed to provide additional equipment and training, external agencies such as speech and language therapists are able to come into the setting and work with children. Reasonable adjustments are made in the planning to ensure all children are able to access the activities on offer.

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?

A Learning Journey is kept for each child, parents/carers and children are welcome to look at these whenever they wish. Children are regularly observed during general play and at specific activities, these observations are used to track children's progress through the Early Years Foundation Stage. Parents/carers are able to discuss their child's progress with their key person and the SENCO. The Common Assessment Framework is used as an assessment tool, Team Around The Family meetings are then held on a regular basis to assess the progress being made. The Inclusion teacher will remain involved; if the child fits the criteria support from the Educational Psychologist will be requested. If necessary an Education, Health and Care Plan will be instigated for the child.

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)

The setting will adapt its settling in procedures to suit each individual child. We will liaise with the child's new setting and organise a transition meeting for the child.

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?

Staff have a variety of qualifications, staff are generally qualified to level 3, or they may be working towards a level 3 qualification. The manager has a BA in Education and Professional Studies and the deputy manager has a Foundation Degree in Early Years Childcare and Education. Staff have paediatric first aid training and have a wealth of knowledge and experience between them. Staff have received training in Wellcomm screening. We have a nominated safeguarding officer. Professionals from other agencies such as Speech and Language Therapy and Occupational Therapy, are able to work with the children in the setting where necessary and appropriate.

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)

Further information can be obtained from the Manager/SENCO on 01524853114