



SEN and Disability

Local Offer: Early Years Settings

Name of Setting: **Euxton Pre-School CIC**

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.

Setting Name and Address	Euxton Pre-school CIC, Euxton Parish Community Centre, Wigan Road, Euxton, Chorley, PR7 6JH.		Telephone Number	01257 230732
			Website Address	euxtonpreschool.com
Does the settings specialise in meeting the needs of children with a particular type of SEN?	No	Yes	If yes, please give details:	
		X	<p>We have supported children with a wide range of special educational needs.</p> <p>Including a child with hemiplegia a form of cerebral palsy, another child had Prader-Willi Syndrome and we've also had Autistic children in the past – we have adapted the room for these children, helped with physiotherapy, food control, communication changes (PECS – Picture Exchange Communication System) and much more.</p> <p>Speech and Language difficulties</p> <p>Including children with various behavioural difficulties.</p>	
What age range of pupils does the setting cater for?	2 – 5 years (Till their 5th birthday).			
Name and contact details of your setting SENCO	Ashleigh 01257 230732			

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	Ashleigh L3 Practitioner/SENCo/Manager
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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	Ashleigh	Date	28/11/2022

Please return the completed form by email to

IDSS.SENDReforms@lancashire.gov.uk

The Setting

What the setting provides-

The setting is term time only. Places are available for 2 to 5year olds(until their 5th birthday). The opening hours are Monday to Friday 8:30am – 4pm. We are registered to take 21 children of mixed age groups at any one time, complying with legal ratios (1 staff – 4 children aged 2 and 1 staff – 8 children aged 3-4).

We were graded GOOD in our Ofsted inspection – “ Children with special educational needs and/or disabilities are well supported. Staff work effectively with parents to identify any gaps in learning and development. They then put in effective strategies to support children and draw on the expertise of other professionals when needed. This helps all children to make the best progress from their starting points’.

The children are all in one small pre-school room together. This is approved by Ofsted and they feel the older children “bring on” the younger ones.

We have two nominated safeguarding officers the Manager and Deputy, all members of staff are responsible for parental involvement and behaviour management – mainly the Manager and Deputy.

There is a Deputy Manager who supports the manager in all aspects of the running of the pre-school and who stands in for her in her absence. The manager has overall responsibility for 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?

What the setting provides

The pre-school room is on ground floor level, there are no steps or stairs. The building and room are easily accessible, there is one small step leading to the children's outdoor play area. There is disabled parking available at the front of the building and other parking is also available on the road outside or on a large car park across the road. The building is accessed by a doorbell and through securely locked internal doors. Access to the outdoor area is through patio doors and then a little gate to the garden.

We have access to an adult size disabled toilet. We also have two child sized toilets in the room which are of a decent size for wheelchair access. At present, there are no handrails fitted in our toilets. Nappy disposal is in a sealed nappy bin, with soiled nappies being placed directly outside in the outdoor bins. There are two small child height basins, foaming liquid soap and paper towels available. We have outdoor storage in the shed and we have a fair amount of storage space in the office which is located in the room, we also have access to the loft for extra storage/archiving.

The building has emergency lighting which comes on if ever there is a cut in the electricity supply. On entry to the building the corridors are painted cream, and the floor is non-slip flooring.

Inside our room the walls are decorated in pale grey and white. The toilets are decorated pale grey. The woodwork is white (also white in the bathroom). The floor is laminated in the main room and non-slip flooring in the children's toilets.

The interior doors are all standard size, however, the patio doors to the children's play-area, the door to enter our room and the Main Entrance door are all double large doors, to be able to accommodate a wheelchair, walking frame or if anyone needs a wide door for entry.

There is a parent information board outside upon entry. This contains information

regarding Ofsted, setting information and also our monthly newsletter. Copies of all our policies and procedures are available on request or on paper copies in the setting. All parents receive copies of the Safeguarding policy including a few other essential policies. We also have the Safeguarding policy to hand for parents/visitors, located in the room.

The Room

The room is illuminated well with electric lighting and natural daylight. We also have a few lamps to give a softer ambience. There are rugs on the floor to offer comfort and warmth. We also have a calm corner that has a seating and sleeping area, where there are cushions and soft blankets. There are several display boards around the room at adult height. These are backed by a cream paper or hessian, each with a coloured border.

There is a small kitchen off the main room, containing wall and base units, sink and worktop. There is a microwave, and a fridge for storing food and milk. There are several child sized tables in the room set up with different activities daily that link to the children's likes and interests. There are also several brightly coloured child sized chairs around the room that they always have access to. There are lots of open units and shelving around the room containing baskets with lots of different things in them for the children to play with. The room is set out to contain several different areas – home corner/role play, construction, sand and water, creative area, reading/calm corner, mark making but also be inclusive of all areas within each area.

Children do not have access to any batteries, or the internet when on the tablet on their own. We do access the internet with the children on a 1:1 basis under strict control as well as having parental consent.

Pecs are readily available for use around the room and for 1:1.

The Outdoor Area

The outdoor area consists of a small area covered by colourful rubber "soft pour" and high grade and colourful astro turf. There are several permanent and fixed play items outdoors. These are an "Amazey Play Space" which can be used as a house, shop, workshop or garage by the children, or anything their imagination lends itself to. There is a "potting shed and mud kitchen", blackboard, clock, weather indicator, and climbing wall. There are also several plant pots and planters and a water and sand tray. In addition to this there is a well stocked plastic shed which houses lots of outdoor play equipment including bikes, scooters, ride on, balls, gardening equipment small world play and much more, we also use this as an indoor classroom dependent on weather.

The floor is even and suitable for walking frames or wheelchairs.

Identification and Early Intervention

What the setting provides

Children's progress is closely monitored in our setting. Each child is appointed their own Key Worker and the manager/deputy manager oversee all children. Each child has their own individual Learning Journey which includes annotated observations of them at pre-school, observations, and comments from parents/carers, and tracking information about their progress across the areas of learning and development within the Early Years Foundation Stage (EYFS), this is securely accessible online as we use Tapestry. As the learning journeys are online – parents/carers receive a secure email notifying them that an observation has been uploaded. Parents/carers are also able to add their own observations on to Tapestry to inform us of what their child has been doing at home. We also send home the children's next steps of learning each term, as well as discussing regularly with parents/carers about their child's development and if they have anything in particular, they would like us to focus on.

Parents are encouraged to talk to Key Workers at both drop off and pick up times and are welcome to e-mail or telephone anytime or to book an appointment at a convenient time for the parents/carers if drop off and pick up isn't appropriate.

We also carry out the statutory 2-year olds checks on all 2-year-old children who attend our setting either part or full time. We also carry out a full baseline assessment on all children aged 2-4 years -especially as some children may only attend our setting after the age of 2 years – this is to give in more detail where the child is in all the developmental areas of the Early Years Foundation Stage. These checks are a requirement of the Early Years Foundation Stage and is in addition to any checks carried out by the health visitor. It requires us to identify any strengths and weaknesses and discuss these with parents/carers. If it is felt a child is experiencing any developmental delays or difficulties this is shared with parents and options/appropriate next steps are discussed.

For some children the next steps may involve the Key Worker 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 would then be reviewed to see how the child has progressed and whether 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/carers to support the child's development. We may also discuss with parents/carers whether it would be appropriate to refer their child to other services such as speech and language therapy, this would require parental consent. Another 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). You can see our provision mapping in the setting. We use provision mapping to identify ways in which children can be supported.

Teaching and Learning Part 1 – Practitioners and Practice

What the setting provides

The setting works within the framework of the EYFS. The room is resourced according to the ages and stages of development of the children who attend our setting. Practitioners use Development Matters and the Statutory Guidance for the EYFS to plan provision and activities for the children in our care. We believe in the children feeling content and this reflects from a nurturing and warm environment.

The EYFS identifies three prime areas of learning and development and four specific areas of learning and development.

In the 2 – 3 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 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 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 the room 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 or are at a different age or culture. 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 can access the setting in a way that is appropriate to their needs.

All children have a Key Person. It is the role of the Key Person to liaise with the child's parents/carers regarding their time in pre-school. It is also the role of the Key Person to help parents to develop ways in which they can support their child's learning at home. In our setting we hold an annual parents evening. We offer support and advice to parents/carers on how they can best help their child to learn and develop, both at home and in the setting. We have a parent information board and information regarding local groups and resources available to the parents/carers of young children in the local area. Parents/carers can speak to their child's Key Person or the Manager at any time if they would like further information or advice about supporting learning at home. Children are encouraged to express their views about learning through their Learning Journey. Children can access their Learning Journey regularly and to share it with their parents and carers. Parents/carers have full access to their child's online learning journal as well as this the Key person sends home the child's next steps in learning each term. The children look through them with their parents and the parents capture and record the child's thoughts on their Learning and time at pre-school.

Teaching and Learning Part 2 - Provision & Resources

What the setting provides

Each age phase is provided with resources that are developmentally appropriate for that age group. We ensure resources are 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 to support children's need.

Where children require access to resources that are significantly different to the resources available within their age phase, we decide to share resources with younger or older children. Where children need resources that are not usually available in our setting, we endeavour to access these from loan facilities, support services or purchasing. We liaise with parents and outside professionals to ensure resources are appropriate for the needs of the child.

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/Manager. For some children it may be the case that at specific times of the day they require additional support. As a setting we endeavour to make reasonable adjustments to provide this. We look to provide additional support flexibly using supernumerary staff if this is appropriate. In our setting we like to plan trips and outings, all the children are included in these. We make a weekly trip to the local Library for story time. We also visit the local woods, park, and field on a regular basis. 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 who attend our setting.

Reviews

What the setting provides

Parents/carers know how their child is doing by discussions with the child's keyworker and co-key worker when the child is being dropped off or picked up or at any other convenient time. There is a learning journey for each child accessible to the child's parents/carers online and their child's next steps in learning are sent home. Parents are informed regularly about their child's development, and we encourage parent partnership working as we all need to work together to support their child. We encourage all parents to have regular discussions with the key-worker – in person, over the phone or in a small meeting however the parent feels best.

The setting knows how the child is doing as there is a term progress check to see what development the child is at and what next steps can be done to develop the child.

A copy of the term progress check is sent home to parents/carers - The child's age in months at that specific time is clearly marked so parents can easily see what area of development the child is supposed to be at. There is also a option on Tapestry to add a daily diary where we can add comments on nappy changes etc.

We encourage parents to help their keyworkers to plan for their child, for example, parents are asked what their child's interest, dislikes and likes when they first start and are regularly kept up-to-date with what changes and parents are informed of what planning is going to happen as they may want to contribute. We also encourage parents to contribute to their child's learning journey.

Transitions

What the setting provides

Before children start attending our setting, we encourage parents to bring them in for visits, though we appreciate this is not always possible. Initially this may be for the child to have a look around the setting with their parents. We have a settling in policy which is shared with parents when they register their child with us. The manager will talk to the parents about their child's preferences for a settling period and endeavour to meet these needs as best we can.

We have a comprehensive transition policy and procedure which we follow when children are ready to leave pre-school to attend a different setting or move on to school. This is available to parents in our setting. The policy and procedure include additional factors that may need to be considered when supporting the transition of children with additional or special educational needs, to ensure this is as smooth as possible. Parents are also able to contact us by phone or e-mail if they would like to check on their child.

Staff Training

What the setting provides

All practitioners in our setting are qualified to level 3.

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. As a setting we seek to support practitioners to further develop their knowledge and understanding of a range of additional and special educational needs.

We make use of the local authorities Children First website to access information and e-learning modules such as EHA training.

Further Information

What the setting provides

As a setting we are required to have a procedure for dealing with complaints. A copy of this is given to each parent on registering their child with us. Tapestry/email can be used for daily communication.