



SEN and Disability

Local Offer: Early Years Settings

Name of Setting: **Pre-School Centre**
Lancaster University

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:

www.lancashire.gov.uk/send

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.SENDDReforms@lancashire.gov.uk

When saving your local offer please use the following format:

LO-SETTINGNAME

e.g.: LO-FLUFFYBUNNIES

Setting Name and Address	Pre-School Centre Lancaster University Bailrigg Lancaster LA1 4YW		Telephone Number	01524594464
			Website Address	www.lancaster.ac.uk/pre-school
Does the settings specialise in meeting the needs of children with a particular type of SEN?	No	Yes	If yes, please give details:	
	√			
What age range of pupils does the setting cater for?	3 months – 4 years			
Name and contact details of your setting SENCO	Shelley Hallett / Joanne Daly pscentre@lancaster.ac.uk			

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	Adele Stewart Manager		
Contact telephone number	594464	Email	pscentre@lancaster.ac.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	www.lancaster.ac.uk/pre-school		
Name	Adele Stewart	Date	

Please return the completed form by email to:

IDSS.SENDReforms@lancashire.gov.uk

The Setting

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

What the setting provides

The Pre-School Centre is a private setting owned by Lancaster University. It caters pre-dominantly for staff and students working at and attending the University.

The Centre is purpose built, single level building providing 8 separate rooms for children of different ages.

It benefits from a car drop off lay-by adjacent to the building, a number of outdoor areas and access to a disabled toilet.

Children attending are aged between 3 months and 4 years, it caters for 42 under two years' olds. 32 two to three years old and 72 children aged three and four years old.

We offer variable sessions as children can attend full/part days.

Our Aims and Objectives

- To provide a secure, loving and caring environment that promotes learning through play.
- To create a learning environment that offers excellent quality of care education through a broad and balanced curriculum with a combination of adult led and child initiated activities.
- To treat all people with equal respect irrespective of their race, gender, disability or religion.
- To offer support to and work in partnership with parents/carers and families recognising the valuable contribution these people make to their child's learning.
- To encourage each child to reach their full potential through taking part in stimulating activities that foster social interaction, communication, self-confidence and self-worth.
- To help children to develop sensitivity and respect towards others, multicultural awareness and a positive approach to learning
- To work closely with any outside agencies who may be involved /working with children/parents or carers to allow continuity of care and development.

Pre-School Centre Staff with Additional Responsibilities

All Pre-School Centre staff keep their skills updated with regular training. Various staff within the nursery have particular responsibility for certain areas as follows:

Child Protection & Safeguarding: Adele Stewart,
Joanne Daly, Emma Simpson and Shelley Hallett

Special Needs Co-Ordinators: Shelley Hallett
and Joanne Daly

Behaviour Management: Emma Simpson
and Joanne Daly

Equality Named Co-Ordinator: Emma Simpson

Parent Involvement Co-Ordinators: Emma Simpson
and Joanne Daly

Health & Safety: Adele Stewart

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 Centre is a self-contained, single level complex with good disabled access. Information about events within the Centre is displayed within the entrance lobby. A disabled toilet and changing facilities are accessible to parents/carers. The Centre also has a kitchen, a laundry, eight classrooms, and four accessible outdoor play areas.

The Centre and its outdoor areas are fully wheelchair accessible; car parking spaces are available at the front of the building and the building.

The Centre communicates with its users via a range of different methods these include, email, displays, feedbacks requests and user forums. The Centre team completes and submits an Ofsted self-evaluation annually, monthly self-evaluations are undertaken in each room, and these are discussed at monthly staff meetings.

Policies and procedures are available all for parents – changes of font/style of print etc. can be changed upon request

Room layouts can be adjusted to accommodate children's needs with the appropriate resources being made available to support such needs.

There are a number of tables within the Centre that are height adjustable these can be accessed as required.

Activities are presented individually to children and will be accessed in a way which is most suitable for the individual child.

Equipment and resources are labelled with pictures and words in each room. If necessary additional labels in the child's home language can be added.

Provision mapping which documents and shows the range of provision, additional staffing and support that we make available to children within the centre can be viewed at :

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

When children begin at the Centre parents and children will be asked to complete an All About Me which shares information about the child, these are updated throughout the child's attendance.

Early identification of Special Educational Needs is paramount, and often is highlighted by parental concern, staff, and/or external sources. We adhere to the DSCF revised Code of Practice on the identification and Assessment of Special Educational Needs (2004), and operate a system of observation and record keeping, in conjunction with parents/carers. Regular meeting with parents and a 2 year old check aid early identification.

Parent/carer viewpoints are both welcomed and valued within the Pre-School Centre, for they facilitate active involvement in the education of their children. Together with regular liaisons we can ensure that identification, assessment, and progress reviews enable children with Special Educational Needs to reach their fullest potential. Targeted Learning Plans are initiated where appropriate with advice as support made available from the SENCO'S

Where a child's progress is substantially delayed the key person will discuss concerns with parents/carer/SENCO and work together in adapting environment/activities to meet their needs. If a child makes little or no progress through this individual Targeted Learning Plan, they may be entered onto the SEN Code of Practice register (with parental consent), and the staged model of Special Educational Needs would be implemented with advice and support from area inclusion teacher requested.

The key person approach adopted by the Centre enables staff to work closely with individual children and their families. Our approach to observing and assessing the children enables staff to track a child's developments through the use of the 2buildaprofile app. Termly meetings with parents celebrate the child's achievements and sets aims and objectives for the forthcoming term.

During the 2-3 year check practitioners use the information from ongoing observational assessments carried out within the setting. They further take into account the views and contributions of the child/parents and other professionals. Should the check highlight any areas of concern the child's key person will discuss with the parents. Additional observations will then be undertaken with a view to putting a targeted learning place if needed.

Identification and Early Intervention (Continued)

We believe that every child is entitled to have their needs met in full, where possible appropriate resources will be brought to meet each child's needs. Strong parental/carer relationships, key person systems, and close liaisons between Managers/SENCO are paramount to achieving this aim. Additionally, with the permission of parents/carers we may request appropriate support, advice and/or resources from outside agencies. At present our setting uses the following agencies.

- Speech and Language Therapists
- Educational Psychologists
- Occupational Therapists
- Physiotherapists
- Health Visitors
- Portage Workers
- Social Workers
- Paediatricians
- SEN Inclusion Teacher
- SEN team
- Visual Impairment teacher

- 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 Centre aims to provide a broad, balanced and differentiated curriculum relating learning targets, tasks, resources and learning support to individual children's needs. In order to achieve this we use the Early Years Foundation Stage to plan for their individual learning. These plans aim to meet the individual needs/abilities of all our children within the Centre, and provide them access to the variety of learning programmes/activities in all areas of the curriculum; they further refer to the Individual Educational Programmes, to meet specific needs of children with SEN

Each room has a designated notice board where parents can view the plans for their child; this is completed by their key person each week. The plans include activities based on the key person's knowledge of each child's development and also the things that they enjoy doing.

Each child's progress is monitored and a record of their achievements maintained as they progress through the Centre. Records may include examples of their work, photographs or written observations. These are the child's learning journals and will be shared with parents at parent's evenings which take place on a termly basis; they are also available for parents to see at any other time and will be given to each child when they leave the nursery.

In addition a tracking document indicating when stages of development are achieved is kept for each child. These will be shared with you at the Parents meetings and for children undertaking the 2 year old key progress check a copy will be provided for you.

Children with individual dietary requirements are catered for throughout the Centre. Activities provided take these requirements into consideration with alternatives offered if required. Ensuring activities are available for all.

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

Our Pre-School Centre is a well-structured learning environment, which enables all children to develop, achieve and grow in confidence and self-esteem.

Every child is given full access to a wide range of materials, equipment and activities, where required the Centre will make reasonable adjustments to remain inclusive.

Internal and external areas of the Pre-School Centre can be altered to ensure safe access for SEN children, and enable them to participate equally in quality play and focused learning experiences.

AEN monies can be accessed to provide additional resources to support the child and may be used to provide an increased staff ratio to enable 1:1 support for individuals. As the funding is limited Lancaster University student volunteers can also be accessed if the need arises.

The Centre benefits from a Sensory room accessed by all children. Sensory areas are also provided within rooms.

The Manager, Deputy Manager and the Full time secretary are supernumerary and can be used to provide cover for meetings etc. In addition 1 morning each month is set aside for SENCO admin time.

The children benefit from trips around campus and also theatre groups etc. do visit the Centre.

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

The Centre operates an open door policy. We welcome parental involvement and aim to work in partnership with parents in the care and education of the children.

The Manager shares information with parents via email on a regular basis, with a newsletter being issued every two months.

There is also a Parents Focus Group made up of the Pre-School Management team and a number of parent representatives. This group meets termly to discuss issues and policies relating to the Centre. The notes from these meetings are posted on the parents' notice board.

Feedback forms are issued every term with results displayed on the notice board in entrance hall. Children's surveys are undertaken once a year.

Each child's progress is monitored and a record of their achievements maintained as they progress through the Centre. Records may include examples of their work, photographs or written observations. These are the child's learning journals and will be shared with parents at parents evenings they are also available for parents to see at any other time and will be given to each child when they leave the nursery. In addition a tracking document indicating when stages of development are achieved is kept for each child. These will be shared at the Parents meetings and for children undertaking the 2 year old key progress check a copy will be provided.

Should a parent be concerned about their child's development or any other aspect they are able to arrange a meeting with their child's key person and if required the Centres management team and Senco's.

A home link diary and Leo the link book are also used for communication between home and the Centre and other childcare establishments the child may attend and the Pre-School Centre.

Targeted Learning Plans are reviewed and evaluated regularly with targets re-assessed. TAF (Team around the family) meetings are held. For children with a EHCP (Education Health and Care Plan) the statutory process is followed.

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 transition between home and Pre-School normally requires a period of adjustment for children and parents. The process of separation between child and parent during the day needs to be both structured and flexible, and to take account of the needs of each individual child.

Meetings with parents prior to or as part of the transition process take place to gather and share information to aid the family's inclusion and to identify any needs of the child and family.

The Centre follows its settling policy. To ensure a smooth settling-in period it is expected that on accepting a place parents arrange to spend time in the Centre with their child prior to their start date, we organise a minimum of 2 settling in sessions as a starting point, this can be added to depending upon the needs of the individual child. The settling-in time, helps the child to adjust gradually to the new environment, the Pre-School staff and other children.

During periods of absence of the key person a 2nd key person will be assigned and you will be informed of this temporary change.

It may also be suggested by your child's key person that during the child's first weeks they leave their child in the Centre for less than a full day, until the transition from home to Pre-School has been successfully made.

When a child moves into a new room his or her key person may change. The child's parent or parents will have an opportunity to meet with the prospective new key person before the child moves into the new room. Access action plans will be consulted if required

If the transition is from another setting /home or to another setting the key person will work closely with the family to ensure information is shared and the child is secure within and understands the transition

Preparation for transition to Primary Schools is include and planned for within session. Activities made available include role play with school uniforms, registers, sharing stories about school visits, phonics etc.

Teachers/Assistants from the school will be invited into the Centre to meet the child in a familiar setting. If required a transition meeting will also be arranged between parents, inclusion teacher, key person, teacher any other professionals involved with the family to share information about the child, stages of development etc.

Access action plans may also be used to support children to thrive in their environment and identify resources /equipment that may be needed.

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

There are currently 40 members of staff working in the Centre comprising the Manager, two Senior Nursery Officers, thirty four Nursery Officers, a secretary, and two support assistants.

All the Nursery Officers are NNEB qualified (or equivalent); ten including both of the Senior Nursery Officers are qualified to Level 4, one Senior Nursery Officer also hold an NVQ Level 5 in Management and the other holds a BA in Working with Children and Young People. The Manager, the Deputy Manager and holding the Early Years Professional Status qualification.

The Pre-School Centre provides regular training to all staff through a University staff development programme. The SENCO's also attend regular training, and relay relevant information to the Managers and the staff accordingly.

The Centre supports staff by ensuring they attend specialist training course as required. They also access on line training such as CAF.

SENCO'S have vast experience in working with and supporting other staff working with children with additional needs.

KEY STAFF:

Child Protection & Safeguarding: Adele Stewart,
Joanne Daly, Emma Simpson and Shelley Hallett

Special Needs Co-Ordinators: Shelley Hallett
and Joanne Daly

Behaviour Management: Emma Simpson
and Joanne Daly

Equality Named Co-Ordinator: Emma Simpson

Parent Involvement Co-Ordinators: Emma Simpson
and Joanne Daly

Health & Safety: Adele Stewart

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 (e.g.: Phone, text, email, notes, home-nursery diary etc)

What the setting provides

The Pre-School Centre recognises and values the diverse community that it serves and if parents have any queries, comments or suggestions about its operation they are encouraged to inform the Manager.

Parents are always very welcome to spend time in the Centre and the Pre-School staff will always be happy and willing to discuss a child's progress, development or any concerns a parent may have. You will also be invited to attend a termly parents meeting.

A child's key person will provide general feedback both verbal and in some cases written about your child's day, if parents require a longer discussion an appointment or time for a meeting or telephone discussion can be arranged.

Any parents with concerns/queries about their child's development or any other aspect are able to arrange a meeting with their child's key person and if required the Centres management team and Senco's.