



SEN and Disability
Local Offer: Early Years Settings
Name of Setting: Downham Pre-school

Setting Name and Address	Downham Pre-school Main Street Downham Clitheroe Lancashire BB7 4BN		Telephone Number	01200441665
			Website Address	www.downhampre-school.co.uk
Does the settings specialise in meeting the needs of children with a particular type of SEN?	No	Yes	If yes, please give details:	
	No		As a setting we have supported children with a range of special educational needs.	
What age range of pupils does the setting cater for?	2 years old to 4 years 11 months			
Name and contact details of your setting SENCO	Susan Carter – 01200441665 downhampreschool@live.co.uk			

Name of Person/Job Title	Susan Carter Preschool Manager/SENCO		
Contact telephone number	01200441665	Email	downhampreschool@live.co.uk

Please give the URL for the direct link to your Local Offer	www.downhampre-school.co.uk/localoffer.pdf		
Name	Susan Carter	Date	09/09/14

The Setting

- What type of setting is it?

What the setting provides

Downham Pre-School was originally established in 1985 and is managed by the Directors of Downham School. The pre-school operates from within the old Downham village school building which is all on one level accessible by three steps into the playground. Children have access to two playrooms, suitable toilet facilities and an enclosed well resourced outdoor play area. The premises are situated on the main street of Downham, close to Clitheroe in Lancashire. The pre-school operates each weekday from 9am until 3pm during term time only offering sessional and full day care to accommodate the needs of individual families. The pre-school is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

A maximum of 24 children aged from 2 - 5 years may attend the pre-school at any one time. There are seven members of staff, who all work directly with all age groups.

We operate a key worker system to ensure each child has a special person and parents have a point of contact. All staff members have additional responsibilities; these include a named person for responsibility for supporting behaviour, a named person responsible for Parental Involvement (PICO), two Nominated Safeguarding Officers, an Equalities Named co-ordinator (ENCO) and a Special Educational Needs co-ordinator (SENCO). There is a Deputy Manager who supports the Preschool Manager in the business aspect of the setting. The manager and Deputy support the key workers and staff members with additional responsibilities. All staff members are tasked with monitoring the quality of provision on offer within the setting. The Manager has overall responsibility for the setting.

The pre-school has received the 'Step into Quality Award' and the 'Lancashire Quality Award'.

Accessibility and Inclusion

- How accessible is the setting environment?
- How accessible is your information - including displays, policies and procedures etc.
- How accessible is the provision?

What the setting provides

The setting is housed in a single story building. Removable ramps would provide wheelchair access from the road into the playground and from the playground into and out of the building. There is sufficient accessible parking on the road side next to pre-school. The building is accessed by a doorbell system.

We have two accessible children's toilet areas (boy and girl) and a locked adult facility.

Although space is limited we would purchase an outdoor storage cabinet to store standing frames, car seats and buggies as necessary.

The building is lit by strip lights and there is natural/daylight in all areas and all walls are painted cream. The flooring is carpet and parquet in the playrooms with quarry tiles in the toilet area.

With the exception of the accessible toilets, all internal doors are extra wide.

Doors to storage cupboards and toilets are solid, storage doors are secured with keys. The kitchen is restricted to adults by a lockable gate. There are A4 laminated signs which name the toilet facilities.

There is a Parents Information Board in the entrance porch area and in the main play room; these contain information about the setting including some policies and the complaints procedure. The information boards also include details of activities and events in the local area such as those organised via the Local Children's Centre. All parents are given a copy of our policies within the 'new starter information pack' and these are also accessible on our website. If requested our policies could be made available in large print, audio format etc.

The Rooms: Both play rooms have child sized chairs and tables, toys are stored in child sized units with pictures and labels on the front to identify what is in them. Resources are organised into the areas of provision, in each area signed vocabulary is displayed so practitioners can refer to it in play. Tuff spots are used to bring activities to different levels including the floor. There is a low computer table with a bench seat which can be moved if necessary. Resources are suitable for children 2 years and above, further toys could be resourced to meet individual children's needs.

The outdoors: The large outdoor environment consists of chalk boards, construction area, den, castle, stage (with ramp for easy access), sandpit, musical instruments, water trough, covered writing area, a book seating area and an area of tarmac, containing trundle track of rubberised tarmac with humps, roundabouts and a zebra crossing,. All fixtures and fittings are made of wood.

There are raised beds for planting and growing herbs and vegetables, with a bird feeding station to enable the children to watch wildlife.

Resources are taken out on a daily basis and can be adapted to suit the needs of the children attending the setting. Tuff spots are used to bring activities to different levels including the floor.

We have access to the wider environment around the village, including visits to the stream to feed the ducks and through the fields to see other animals and wildlife.

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 are decisions made about how to support a child?

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 pre-school, observations and comments from parents/family and friends, tracking information about their progress across the areas of learning and development within the EYFS. 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 pre-school, what is in them and how parents can contribute to them.

Children's learning journeys are available 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, we make arrangements for the key person to meet with their parents twice a year 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 discuss their child with their child's key person or manager they can make arrangements for a more convenient time.

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 our setting's SEN/Inclusion Policy. This would then be reviewed to see how the child is progressing and whether or not additional steps need to be taken to support the child's progress and development.

For other children the next steps may also include developing a Targeted Learning Plan (TLP) where specific aims are developed with parents to support their 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.

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 setting and online when available.

We use provision mapping to identify ways in which children can be supported.

Teaching and Learning Part 1 – Practitioners and Practice

- How is teaching and learning developed in nursery?
- How will the early years setting's provision and staff practice support a child?
- How will you help parents to support learning?
- How is a child able to express their views?

What the setting provides

The pre-school setting works within the framework of the EYFS promoting equality of opportunity for all children in our care including support for children with Special Educational needs or disabilities. 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 2-3 age phase the prime areas of learning and development (Communication and Language, Physical and Personal, Social and Emotional Development) are significant, but there is an emergence on the specific areas (Literacy, Mathematics, Understanding the World and Expressive Art and Design) 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 and the provision that is on offer to meet the needs of the children. 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.

Children's progress and development is monitored from when they begin at pre-school and a baseline assessment is carried out prior to their 3rd birthday. 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 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. We hold parent information sessions twice a year where parents are able to look through their child's learning journey and they can discuss their child's progress with their key worker. Parents are able to speak to their child's key person or the manager (SENCO) at any time if they would like further information or advice about supporting learning at home. Their child's learning journey is available for them to look at anytime.

The key person and SENCO would work together to support any child's additional needs i.e. completing Targeted Learning Plans (TLP), purchasing new resources and asking for professional advice from outside agencies where necessary.

There are Parent Information leaflets available that identify local groups and

resources offered to parents of young children in the area. The Parents Involvement Co-ordinator (PICO) provides a lending library of parent support books and interactive books for parents to read at home with their children. We liaise with Ribblesdale Children's Centre who provides us with information regarding local Parental training and learning events regularly, a lot of which are run through the children's centre and these can be accessed by parents throughout the holiday periods.

Through our learning journeys you can see that Children are encouraged to express their views about their own learning. Practitioners use a 'listening to children' sheet to support planning of activities, this is the day to day requests of children which are either dealt with immediately or put into the planning for the following week. Practitioners talk to children about the things that interest them and that they have done both at home and in the setting and annotate this information with the child's comment into their learning journey. The setting offers free-flow continuous provision of resources allowing children to express their views by self selecting their own activities and following their own interests supported by practitioners to extend their knowledge and vocabulary.

Teaching and Learning Part 2 - Provision & Resources

- How are the setting's resources used to support practitioners to meet children's special educational needs?
- What specialist services and expertise are available at or accessed by the setting?
- How is a child included in activities outside the setting including trips?

What the setting provides

Each area of our continuous provision has resources that are developmentally appropriate for all age groups. We ensure there are resources available that are inclusive for all children, 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.

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 or buy 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 (Inclusion Disability Support Services &/or Speech and Language Therapists) who visit children in the setting, some will have more experience of this than others but they are supported by the SENCO. 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 sure reasonable adjustments provide this. We look to provide additional support flexibly using supernumerary staff if this is appropriate. We have access via our local Children's Centre to other services i.e.: education, health, therapy and social care services.

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.

Reviews

- How do parents know how their child is doing?
- How will parents be involved in discussions about and planning for a child's education?

What the setting provides

As previously mentioned we have

- Daily contact between parents and practitioners
- Learning journeys available on request
- Parent information sessions twice a year
- Two-way information sharing between staff and parents (Home links)
- Staff communication and child observations and assessments
- Through rota duty parents are invited into the preschool to join in the day to day activities where they can see their child learning with their peers.
- Informal parents nights out and day trips ensure that parents are involved in the settings activities and meet like minded parents.

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 the setting provides

Before children start attending our setting we encourage parents to bring them for visits, though we appreciate that this is not always possible. Initially this may just be for the child to have a look around the setting with their parents. We plan with the parents some opportunities for the child to visit the preschool and spend a short amount of time within the setting. We have a settling-in policy which is shared with parents when they register their child with us. Practitioners will talk to parents about their and their child's preferences for a settling period and endeavour to meet these needs as best we can.

We have a transition policy and procedure which we follow when children are ready to leave nursery to attend a different setting or move on to school. This is available to parents within our setting or can be viewed by following this link www.downhampre-school.co.uk. This policy states how this information will be passed on to the child's next setting.

We have an open door policy and parents are able to drop in to the setting at any time. They are also able to contact us by phone or email if they would like to check in on their child.

Staff Training

- What training have the staff supporting children with SEND, had or are expected to have?

What the setting provides

All practitioners in our setting are qualified to level 3 or above. The deputy manager is qualified to level 5. The SENCO has a level 3 qualification and regularly attends SENCO training courses.

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.

All staff have completed the Early Language Development Programme for Lancashire.

Within our setting we have staff who are completing the following training course:

- Makaton signing

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 such as CAF training.

Further Information

- Who can be contacted for further information?

What the setting provides

For further information the Manager can be contacted via phone or email details on our website www.downhampre-school.co.uk

Parents are able to discuss their child with their key worker, preschool manager &/deputy manager at a convenient time for both parties.

All staff are involved with the education of all children within the setting.

If parents are unhappy with any aspect of their child attending the setting they can make an appointment to speak to the manager or deputy at a time of their choice.

The setting operates an open door policy.

Staff are available at drop off and pick up times to discuss any issues or information with parents regarding their child.

As a setting we are required to have a procedure for dealing with complaints. This is available to parents within the nursery or can be accessed by our website.