



## **SEN and Disability**

### **Local Offer: Early Years Settings**

Name of Setting: Mawdesley Pre-School Playgroup

<b>Setting Name and Address</b>	<b>Mawdesley Pre-School Playgroup</b>		<b>Telephone Number</b>	<b>07770522085</b>
	<b>Mawdesley Village Hall</b>		<b>Website Address</b>	<b>Mawdesleypreschool.org.uk/</b>
	<b>Hurst Green</b>			
	<b>Mawdesley</b>			
	<b>Ormskirk L40 2QT</b>			
<b>Does the settings specialise in meeting the needs of children with a particular type of SEN?</b>	<b>No</b>	<b>Yes</b>	<b>If yes, please give details:</b> <b>We have experience of working with children with additional needs including speech and language needs.</b>	
	<b>x</b>			
<b>What age range of pupils does the setting cater for?</b>	<b>2 to 5 years</b>			
<b>Name and contact details of your setting SENCO</b>	<b>Joanna Tobin</b> <b>07770522085</b>			

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).

<b>Name of Person/Job Title</b>	<b>Miranda Turner</b> <b>Group Leader</b>		
<b>Contact telephone number</b>	<b>07770522085</b>	<b>Email</b>	<b>mawdesleypreschool@outlook.com</b>

<b>Please give the URL for the direct link to your Local Offer</b>	<b>www.mawdesleypreschool.org.uk</b>		
<b>Name</b>	<b>Miranda Turner</b>	<b>Date</b>	<b>15/09/20</b>

## Our Setting

Our setting provides up to 20 sessional day care places from Monday to Friday, 9am till 12 noon, term time only, for 38 weeks per year. Places are available to children age 2 to 5 yrs. We offer 15 hours per week free (government funded) places for 3 and 4 year old children and qualifying 2 year old children. In addition, we work in partnership with a neighbouring Pre-School to provide up to 30 hours. For more information about funding available for 3 and 4 year olds and in some cases 2 year olds, visit [www.Lancashire.gov.uk/childcare](http://www.Lancashire.gov.uk/childcare) or the childcare choices website <https://www.childcarechoices.gov.uk/>

In addition to providing 15 hours per week our setting links up with another local provider that offers afternoon provision for children age 3+. With the addition of a wraparound collection service they also offer, children are able to access joint provision from 9am until 3.30pm. This works very well for parents.

Our indoor provision caters for a mixed age group of children, each of which have the support of a Key person. Provision and activities are adapted for different age groups and individual needs. Our settings staff share a number of roles including, behaviour management, SENCO, Nominated Officer for Safeguarding and Child Protection, Designated person for Health and Safety, Implementation of the Prevent Duty and Promoting British Values.

Our Pre-School was awarded 'Good' by Ofsted in January 2020.

## Accessibility and Inclusion

Our preschool is housed in the annexe of a village hall. The annexe is wheelchair accessible via the main hall and a ramp, or via the rear annexe fire doors. Our small step leading into the annexe entrance is marked. The wall of a narrow corridor leading from the outside of the building into the annexe room is also marked with a horizontal rail to support access for children with visual impairments. Our setting is very spacious indoors and out. There is ample parking with some spaces designated for ease of access.

The annexe has an Induction Loop, also known as a Hearing Loop or T-Loop, an assistive listening system that provides access to our facilities for those with a hearing impairment. This takes a sound source and transfers it directly to a hearing aid without background noise. The location of the Induction Loop is indicated by a sign.

Our setting has several toilets and washbasins, differing in size. We also have a single toilet facility with wheelchair access which can also be accessed by children. Our setting offers nappy changing facilities.

Corridors are illuminated by strip lighting and natural light. The flooring in the corridor is non slip solid flooring. All doors are wider than standard doors providing easy access. Signage is adequate for locating toilet facilities and fire exits.

Parent information boards are located in our entrance corridor and inside our main room. In addition to this information is shared through our parent's information file, our website, newsletters, Facebook page, emails and texts. Policies and information are available at our setting and are also available electronically. Larger print versions are also obtainable on request.

Our main room is also illuminated by strip lighting with ample natural light from two large windows and double fire doors. The walls are all painted in a neutral colour with display boards at both child and adult heights.

The flooring in the main room is wood effect vinyl. Rugs are used to make comfortable areas for play and relaxation. Furniture can be used flexibly and is not fixed. It is moved or arranged in ways to support access and changing needs.

In addition to preschool tables our setting uses nursery tables and floor level resources to support access. Storage/resource units are at a child accessible height and clearly labelled with images and text.

Our resources are organised into areas of provision. Toys and resources cater for a range of children's needs and interests. To meet children's individual needs and enhance learning experiences we purchase, where budget allows, borrow additional resources or often make them.

Our outdoor environment has a large uneven barked area with a small climbing frame and slide, a sandpit and large wooden play shed. Access to our play shed is sloping, yet evenly laid with echo chip flooring, designed to absorb impact expected during children's play. Other areas outdoors consist of a grassed area, a concrete section and a block paving section with a small incline that ironically serves as a ramp and for wheelchair access via the fire doors. This also ensures access during fire drills and evacuation procedures is not compromised.

Our outdoor area is secured with perimeter fencing. Resources outdoors reflect available provision indoors where possible. Children access our outdoor areas daily unless extreme weather conditions prevail.

## Identification and Early Intervention

Children's progress is closely monitored. Each child has their own learning journey which includes a range of observations reflecting their experiences, interests and involvement. Observations include annotated photographs, significant comments and examples of work. Learning journeys are accessed and contributed to by key persons, parents and children.

Evidence of children's achievements is recorded against age related phases of the EYFS development matters guidance. (See also teaching and learning section). We also complete a 2year progress check for children from the age of 2years. In addition to achievements, next steps are identified and appropriate learning experience are planned to support children to reach them.

Where practitioners have concerns regarding progress, particularly in prime areas of learning (see teaching and learning part 1), concerns are shared with parents. Where it is identified that a child may be experiencing difficulty or delay in reaching age appropriate development milestones next steps are discussed with parents.

For some children next steps may involve our key person targeting a specific area of learning and development, then planning additional opportunities for experiences designed to support the progress in the area identified. This is then reviewed to determine how the child has progressed and whether or not further steps need to be taken to support progress and development.

For other children next steps may also include developing a TLP (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 a speech and language therapist for example. For this parental consent is sought.

Further next steps may be to invite our local authority inclusion teacher from the SEND Support Service for advice and guidance. This is called a 'Request for Involvement'.

At each stage of our graduated approach all concerned have the support of our SENCO (Special educational needs co-ordinator).

Our special educational needs policy provides the context for supporting children through these next steps. This is referred to as a graduated response. Our SEN policy is available at the setting.

We are currently using provision mapping tools to show ways in which we support all children in our setting. Provision mapping identifies what we provide for all children at (wave one - universal), for children who require a little bit of extra input in a specific area at (wave two – catch up intervention) and children who require more specialised or intensive intervention at (wave three – SEN Support provision).

## Teaching and Learning Part 1 – Practitioners and Practice

Our setting works within the statutory framework of the EYFS (Early Years Foundation Stage) 2017. The EYFS parent guide can be asked for by request and accessed online [www.foundationyears.org.uk/files/2015/EYFSparentsguide](http://www.foundationyears.org.uk/files/2015/EYFSparentsguide) We provide activities and resources to support the learning outcomes of the development matters three prime areas of learning – (personal, social and emotional, communication and language and physical) and the four specific areas of learning mathematical, literacy, understanding of the world and expressive arts and design. Our activities and resources also provide for different ways that children learn. These include auditory, visual and kinaesthetic and we recognise these as Characteristics of Effective Learning. We provide a link via our website to 'What to Expect and When' which also supports parents to find out more about how their child is learning and developing during their first five years, in relation to the EYFS

<https://www.foundationyears.org.uk/wp-content/uploads/2019/01/0778-What-to-Expect-When-2018.pdf>

Activities and provision are adapted or enhanced to support children's individual needs. Practitioners differentiate/adapt activities and the provision that is on offer to meet the needs of the children that attend. For some children a greater level of differentiation may be required to support an additional or special educational need. This enables all children to access the setting in a way that is appropriate to their needs.

All our children are assigned a key person on induction. Our key person's role is to liaise with the child's parents regarding their time at our preschool. Our children's progress is monitored from when they begin to attend our setting. Key persons observe and collect evidence through observations to compile a baseline assessment. At the end of each term key persons also summarise progress with the use of an EYFS tracker. In addition, our key persons complete a 2year progress check.

Our key persons use the Early Years SEND Toolkit for Assessment, Tracking and Target Setting, produced by the Lancashire Specialist Teaching Service. These are a good source of guidance for observing and assessing the needs of children who appear to be displaying smaller steps in progress. We also use IDP (Inclusion development project) materials.

Our key persons and setting's SENCO (Special Educational Needs Co-ordinator) work with parents to compile TLP's (Targeted Learning Plans) to support and provide for specific areas of learning and children's needs. This maintains a consistent approach towards learning between our setting and home.

Our Key persons help parents to develop ways in which they can support their child's learning at home through a variety of means. Ideas for activities to support next steps are shared with parents on learning stories. We make available a lending library of resources for parents to use at home and share useful handouts.

We raise awareness of events and learning opportunities in our parent's information file, on our notice board or on our settings Facebook page. For example, story times at the local library, local dance classes, free entry to museums and discounts available, with much information found in the FIND newsletter compiled by Lancashire County Council, also available.

Children are encouraged to express their views about their own learning as our setting key person shares with them their learning journey and talks about their past experiences. Children's comments are noted as they express their views about experiences. Our setting offers choices to enable children to express their likes, dislikes and views. This promotes democracy as part of our British Values policy. Where choices and decisions prove challenging for children, practitioners adapt the concept from offering many to just one or two, to enable all to participate.

## **Teaching and Learning Part 2 – Provision & Resources**

Our setting provides equipment and resources that are suitable for broad age and development phases and are appropriate for individual children's needs and development. Our setting is set up and packed away daily. This provides practitioners with lots of opportunity to adapt, enhance or vary our layout and provision to support individual or specific groups of children, whilst still maintaining familiarity. Where children require access to resources that we discover are not freely available within our setting we endeavour to purchase these where funding allows, make them, or borrow them from loan facilities or other settings or children's centres.

ATTS links to development matters (mentioned earlier) for assessment purposes are also used as guidance to support us in planning for children's individual needs and providing their environment and resources.

Our setting has regard for the useful guidance to support specific needs that the (IDP) Inclusion Development Programme provides. This develops the breadth of our knowledge and raises awareness of meeting specific needs, including behavioural, social and emotional or speech, language and communication.

We maintain strong and positive partnerships with other professionals to deliver the best possible outcomes for our children requiring additional support or specialist's services. We welcome a range of professionals into our setting including health visitors, speech and language therapists, Specialist teachers, physio and occupational therapists.

Our practitioners all attend CAF (Common Assessment Framework) training and are aware of the Risk Sensible Framework and thresholds guidance which helps us to identify children with a range of needs from thriving, to in need of protection. Our staff members are aware of the benefits of the CAF process and how arranging TAF meetings (Team around the Family) plays a vital role in meeting children's needs.

Our group leader actively encourages staff members to develop their awareness of SEND (Special Educational Needs and Disabilities) by accessing a range of opportunities to further develop knowledge (see staff training).

Our setting makes use of local facilities and in particular the natural environments that surround us. Where additional supervision or support may be required on outings we draw on resources available through the use of volunteers and parents.

## Reviews

Parents are involved in the process of reviewing how well their children are progressing. Learning journeys are sent home at intervals throughout the year and are usually accessible in the setting daily. Learning journeys include termly development summaries to which parents are encouraged to contribute.

Learning Stories are sent home for parents to read. These observations vary from annotated photographs describing what was experienced, including any significant comments the child made, to more lengthy stories for example including conversations or examples of children working together. Parents are encouraged to add comments and be involved in their child's next steps in learning and development stemming from the evidence of experiences and achievements gathered.

Parents are informed of the progress their child should be making. They are signposted the 'What to Expect and When' guide on our website. Included in each child's learning journey file are statements linking to appropriate development matters age bands. For children in need of additional support we also share relevant sections of the afore mentioned ATTS guidance. This helps both parents and key persons to recognise smaller steps in progress and develop strategies to support continual progression.

Our practitioners work with parents and our SENCO to set achievable targets for children requiring additional support. Where identified need is more specific other professionals may also give advice with regard to achievable targeted learning. Parents are involved in the review of children's targeted learning plans and identifying next steps.

Parents are also involved in the life of our preschool and form our management committee. We also invite parents to spend time in our setting and share any specialist skills they may have for the benefit of all.

## Transitions

After initially looking around, children are offered a flexible induction supported by a key person. Discussion takes place between key persons and parents to determine children's needs. Key persons and other members keep in mind areas of provision or resources that have been accessed initially in order to ensure familiar experiences are available on subsequent visits.

In addition to registration, key persons gather further information from parents about children they will be supporting. Parent friendly statements that reflect development matters statements are shared to help us to compile a baseline assessment with sufficient parental input to help us to understand children's needs better.

Discussions take place between key persons and parents regarding children's needs, our setting, routines and provision.

We prepare children for joining other settings as we share (with parent's permission) bespoke setting to setting formats. These include information about areas that children prefer to or prefer not to play in, achievements so far and progress in the EYFS development matters bands (EYFS Tracker).

Similarly, we prepare for children joining our setting by offering our format to the setting a child already attends, so that they can complete it and send it to us or alternatively use their own. This also has opportunities for parents to contribute.

When children leave our setting, for example to go onto school, we complete an Early Years Transitions Document again in conjunction with parents. This is a report of the child's progress in both the prime and specific areas of learning. It is also a reflection of how a child learns through the characteristics of effecting learning.

For children receiving additional support with areas of learning and development we arrange transition meetings between settings, for example between our setting and the school a child will be attending. Parents, key persons from our setting and key persons from the new setting are encouraged to attend. In some cases where there is more specific need and intervention, other professionals will also be invited to attend, for example Specialist teachers, speech and language therapists.

Current targeted learning plans are shared along with transitions documents at transitions meetings to promote continuity and consistency of care, learning and development.

## **Staff Training**

Our group leader holds a qualification in Early Childhood Education.

Our deputy leader/practitioner holds a level 4 childcare qualification.

Our SENCO/practitioner holds a Level 4 childcare qualification.

Our Nursery practitioner holds a level 3 childcare qualification,

Our team have committed to a range of further training opportunities to improve knowledge, support practice, meet the specific needs of children attending and provide an accessible environment for all. These include:

- Behaviour management and Promoting Positive Behaviour

- Common Assessment Framework and Continuum of Need
- CAF e-learning
- Risk Sensitive Framework and The Common Assessment Framework
- An awareness of autism diploma
- Supporting vocabulary development webinar
- Planning for vulnerable learner's webinar
- Trauma informed training (ACES)
- Introduction to every child is a talker
- High quality adult role
- Diploma in SEND

## Further Information

**Lancashire Local Offer** [www.lancashire.gov.uk/SEND](http://www.lancashire.gov.uk/SEND)

We are an Ofsted registered provider and a member of The Preschool Learning Alliance

Our Group Leader Miranda Turner is on hand as a first point of contact for general information, joining our setting and/or discussing any individual issues, needs or concerns.

Telephone 07770522085

Further information can be found on our website [www.mawdesleypreschool.org.uk/](http://www.mawdesleypreschool.org.uk/)

You can email us at [mawdesleypreschool@outlook.com](mailto:mawdesleypreschool@outlook.com)

Visit us in person and meet our small and friendly team

Our SENCO Joanna Tobin is available to discuss children's individual needs and requirements.

Children's individual key practitioners are also available for parents to hold general discussions about their children at pick up or drop off times. If parents would like to speak in more detail or confidentially, arrangements can be made for a more convenient and comfortable time.