

SEN and Disability

Local Offer: Early Years Settings

Name of Setting: **Pavilion Preschool**

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:

http://www.st-michaels-ce45.lancsngfl.ac.uk/index.php?category_id=55

The questions in the template are intended as prompts and reflect key issues that parents have told us they would like to know about when deciding which setting could best meet their child's needs. You may also wish to consult with your own parents about what to include in your Local Offer.

In developing your Local Offer you should be mindful that there is a requirement for a feedback facility to be available and for responses to be given to feedback received.

When you have added your Local Offer onto your website, please complete the following details and return the sheet by email to IDSS.SENDReforms@lancashire.gov.uk

When saving your local offer please use the following format:

Setting Name and Address	Pavilion Preschool Delph Park Avenue Aughton Lancashire L39 5DG		Telephone Number	01695 423295
			Website Address	pavilionpreschool@btinternet.com
Does the settings specialise in meeting the needs of children with a particular type of SEN?	No	Yes	If yes, please give details:	
	No			
What age range of pupils does the setting cater for?	2 – 4 years			

Name and contact details of your setting SENCO	Vicky Harrison pavilionpreschool@btinternet.com
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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	Vicky Harrison – Deputy Manager & SENCo		
Contact telephone number	01695 423295	Email	pavilionpreschool@btinternet.com

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	EY428675		
Name	Vicky Harrison	Date	12.06.14

Please return the completed form by email to:

IDSS.SENDReforms@lancashire.gov.uk

The Setting

What the setting provides

The Pavilion Preschool has been part of Aughton for over forty years, being based at Aughton Village Hall in the early days and in the grounds of St Michael' School since 1998.

We have always been a non-profit provider and remain the same now that we have become a registered charity since September 2010 with three trustees. In December 2015 we received an **'OUTSTANDING'** report in all areas from Ofsted and we are currently working towards the Lancashire Quality Award to continue developing our provision.

We are very proud of our excellent facilities both indoors and outdoors and use our outdoor environment in all weathers - activities include gardening and growing fruit and vegetables to cook and eat.

We have access to a grassy wooded area adjacent to the nursery. Children are encouraged to develop independence skills, improve their decision making and raise their self-esteem. Within a safe secure environment, the children can experience a sense of freedom whilst exploring and using natural materials and wildlife found in the 'woods'.

At Pavilion, we offer education and care for children below school age and over the age of two years, preparing to attend **ANY SCHOOL**.

Our Aim is

- To provide a high standard of care and education in a pleasant and stimulating environment in which children can enjoy developing to their full potential and at their own pace.
- To work within a framework which ensures equality for all children and families.
- Add to the life and well-being of the local community.

We offer your child

- A specially tailored curriculum in line with the Early Years Foundation Stage and a curriculum aiming towards the Early Learning Goals.
Individual care and attention made possible by a ratio of adults to child (1: 4 - 2/3 yr olds; 1: 8- 3 /4 yr olds).
- Fun and friendship with children and other adults.
- Opportunities for you and your family to be directly involved in the activities of the group and in your own child's progress.
- A key person to ensure satisfying progress by working with parents to help each child learn and develop.

Management and Administration

Trustees

Pat Knowles, Angela Anderson & Barbara Stublely

Nursery Manager

Jenny Hennessy - Early Years Professional Status (Early Years Foundation Degree + BA Hons Early Years Practice) + PICO (Parental Involvement Co-ordinator). First Aid Trained & Safeguarding Officer.

Deputy Manager

Vicky Harrison (NVQ 3) - SENCO + ENCO (Inclusion and Equality Co-ordinator), Safeguarding Deputy + Lunch Club Organiser. First Aid Trained.

Early Years Practitioners

Teresa Williams - (NVQ 3) Health & Safety Officer, First Aid Trained.

Sam Addison – (NCFE)–Early Years Educator Level 3 - Health & Safety Officer, First Aid Trained.

Michele Quinn - (NVQ 2) Health & Safety Officer, First Aid Trained.

Paula Holmes – NNEB.

Nursery Assistants

Sue Hayes & Elaine Wilkinson. (All first aid trained)

Fees/nursery grant

We are a non-profit making organisation and not a private concern and rely on fees and nursery grants to cover costs of rent, wages, toys and materials. We require all fees to be paid in full at the beginning of term. They are non-refundable whether a child is absent through illness, holiday or may leave during the term. As you can appreciate our costs remain the same. A months' notice is required for cancellations.

Fees at present are £17.40 per PM session for 2 year olds & £5.10 per hour for 3-4 year olds.

We accept the grant for all eligible 2, 3 & 4yr olds for 15 hours per week as and when places are available.

Volunteers

Parents of pre-school children are invited to help in the nursery when their child has settled. This not only provides an extra pair of hands but also gives an opportunity to see what goes on first hand. Some family members have particular skills to offer such as gardening, ICT, music, cooking, fundraising etc. which are very useful. Volunteers are not permitted to work unsupervised.

Pre-School Learning Alliance

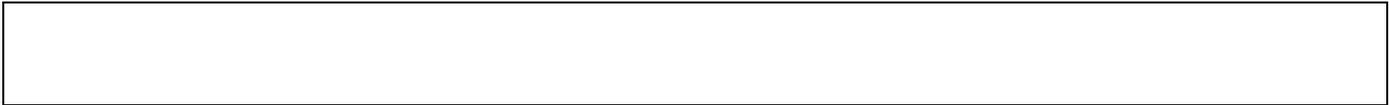
We are members of the Pre-School Learning Alliance which is a nationally recognised group.

1. If you wish to know more about PLA send a large s.a.e for a free publications catalogue to

The Preschool Learning Alliance

69 Kings Cross Road

London WC1X 9LL.



Accessibility and Inclusion

What the setting provides

- Accessible building and wheelchair ramps access, toilet/changing facilities are available.
- Limitation of the building can be explained and reasonable adjustments can be made.
- Relevant signs, poster and pictures with notes are used around the setting and will be displayed when required.
- All policies and procedures are current and reviewed regularly by the Trustees, Manager and are available to parents to view.
- We provide multi-sensory experiences as part of our core provision indoors and outdoors.
- We provide sensory play equipment and use visual aids. We seek advice and support from the area SENco.

Identification and Early Intervention

What the setting provides

- At Pavilion Preschool we do ongoing observational assessments of all children in our care. These are linked to the development matters ages and stages of development, which can help us, identify individual needs of the children. These observations will be discussed with the Manager, the setting SENCO Vicky Harrison and the allocated key person.
- We operate a Key persons system at Pavilion, with each child having a Key Person. Their role is to develop trusting, sensitive relationships with parents and children to enable respectful sharing of information. If you have any concerns about your child's development you can ask for time to discuss this in private with them. If your child's key person has identified a possible individual need they will discuss the matter with you in private and plan together to support your child's learning and development.
- Vicky Harrison, our trained SENCO can offer advice and support to the key person. The SENCO will liaise with other professionals to seek advice and support in identifying individual needs if necessary. Support and advice from our IDSS Inclusion Teacher can be sought with parents' permission.
- Reports from health care professionals such as health visitors, speech and language therapists identify children's individual needs. The setting welcomes parents and professionals sharing these reports with them in order to plan appropriately to meet individual needs.
- Observations, listening, assessments, evaluations all contribute to Individual Targeted Learning Plans (TLPs). We will listen to you as well as your child.
- Our SENCO will explain how children's individual needs can be met by planning support using a TLP and the advice from the IDSS Inclusion Teacher.
- Our SENCO will explain who may become involved in your child's development and their role.
- The key person will work with the SENCO to oversee the TLP targets for your child.
- The Key person and the SENCO will identify individual needs and plan next steps, accessing additional support from others where necessary (e.g. Speech and Language Therapist – SALT - or applications for additional funding).
- TLPs will be reviewed with parents.
- The key person's role will foster relationships with and understand the individual children. The SENCO will maintain an overview of experiences and progress. She will also work with other practitioners to ensure provision is relevant / appropriate and seek support when needed.
- Decisions made about how much support a child will receive is monitored through observations made by the key person of the child in the setting and then discussed with parents, SENCO and Manager.
- Observational assessment linked to the EYFS and knowledge of child development will be used to identify what support is required. Extra support will be put in place if necessary with the aim of enabling the child to become independent within the environment.
- On-going partnership working with parents by the setting and other professionals involved with the child/family will support the decision making process.

What the setting provides

The SENCO will advise on the process of applying for extra support. The inclusion funding process will identify the level of need based on the evidence submitted to the panel from the setting and other professionals working with the child/family.

Reports from health care professionals or others working with the child and family will be used to plan support within the setting.

The IDSS Inclusion Teacher or other professionals working with the setting SENCO will support the decision making process linked to planned targets on the TLP. The TLP will be written with parents and will include how parents can support their child at home. Staff meetings within the setting will ensure all staff working with the child are aware of the child's needs and how to support them.

The different types of support available for children with SEN in this setting are:

- Key person input via providing an excellent enabling environment, differentiated activities, targeted support for children's individual needs and interests. All children in school should be getting this as a part of excellent early years practice when needed. (Wave 1 Intervention).
- Specific targeted work within a smaller group of children. (Wave 2 intervention)
- If your child will have been identified by the parent/key person/class teacher/Inclusion Manager as needing more specialist input instead of or in addition to excellent setting practice and intervention groups. You will be asked to come to a meeting to discuss your child's progress and help plan possible ways forward. You may be asked to give your permission for the school to refer your child to a specialist professional e.g. a Speech and Language Therapist, Inclusion teacher or Educational Psychologist, etc. This will help the setting and yourself understand your child's particular needs better and be able to support them better in the setting. The specialist professional will work with your child to understand their needs and make recommendations, which may include: Making changes to the way your child is supported in the setting, support to set better targets which will include their specific expertise, a group run by setting staff under the guidance of the outside professional e.g. A social skills group, a group or individual work with outside professional. (Wave 3 Intervention)
- For Children whose learning needs are severe, complex and lifelong the professionals may recommend an application for an Education, Health and Care Plan for your child.

Teaching and Learning Part 1 – Practitioners and Practice

What the setting provides

- We follow the guiding principles of the Early Years Foundation Stage (EYFS):

Unique Child – Every child is a unique child who is constantly learning and can be resilient, capable, confident and self-assured;

Positive Relationships – Children learn to be strong and independent through positive relationships;

Enabling Environments – Children learn and develop in enabling environments in which their experiences respond to their individual needs and;

Learning and Development – Children learn and develop in different ways.

- Activities will be adapted to ensure your child is able to interact fully with the environment.
- At Pavilion nursery each child has a designated key person. Their role is to develop trusting, sensitive relationships with parents and children and enable respectful sharing of information.
- Children's progress and development is monitored through the observation process linked to the EYFS ages and stages of development, assessments such as the 2 year old progress check and in discussion with you and shared with the Health Visitor along with any highlighted concerns.
- Each child will have a Learning Journey; this will contain written observations, photographs and samples of your child's work to support staff in assessing and planning to help your child progress to their next steps. Each child's learning journey is accessible to parents on request.
- Planning is visually displayed in the entrance for parents to view if they wish, along with a digital photo frame showing the children's activities they have recently enjoyed.
- On a yearly basis we hold a parent's afternoon which allows parents/carers to come and talk with their child's key person. We will also communicate with you through Homelink folders for Preschool children and Book bags for funded children, as well as interest flowers completed by the child and parents/carers.
- Regular settling in reports are produced to inform parents/carers how their child is settling in along with a response slip to return with their views and comments.
- If your child's key person has identified a possible individual need, observations and assessments will be discussed with the Special Educational Needs Coordinator (SENCo).
- Our SENCo will offer support and advice to your child's key person and other staff in the setting and will discuss these observations with you and plan with you to support your child's learning and development.
- Targets will be set on a Targeted Learning Plan to support the learning and development of your child after consulting with you and will include how you can support your child at home.
- In discussion with you, the key person, the SENCo will identify what support is required, if necessary, with the aim of enabling your child to become independent within the environment.
- Support may involve some additional input from within the setting and your child will be placed at 'Wave 2' of the graduated response to intervention which the setting follows.

- The manager will maintain an overview of experiences and progress and the SENCo will work with staff to ensure we are providing the relevant and appropriate support.
- Your child's key person and our SENCO will work together to make sure that the environment, routines and activities support your child's needs and they will communicate with the rest of the staff to provide consistency and understanding within our team.
- Staff meetings within the setting will ensure all staff working with your child knows your child's strengths and needs and how to support them.
- We work in partnership with you through information sharing, identifying needs, setting targets and next steps to focus on at home, and reviewing progress towards these targets at Targeted Learning Plan (TLP) meetings.
- Your permission will be sought before involving outside agencies such as the Inclusion and Disability Support Service (IDSS). Should this be the case, your child will then be placed at Wave 3 of the graduated response.
- We will work alongside the specialist services involved with your child and they are welcome to visit the nursery. Working closely with you and your child will enable us to build stronger relationships and understand and support needs better.
- We have links with our local Children's Centre and can sign post you to support which is available through there, for example drop in speech and language sessions.
- Children's views and feelings can be shared through photographs/objects of reference, interest flowers and talking tubs and floor books reflecting on what they have done, achieved and enjoyed and what they would like to achieve in the future.

What the setting provides

The different types of support available for children with SEN in this setting are:

- Key person input via providing an excellent enabling environment, differentiated activities, targeted support for children's individual needs and interests. All children in nursery should be getting this as a part of excellent early years practice when needed. (Wave 1 Intervention).
- Specific targeted work within a smaller group of children. (Wave 2 intervention)
- If your child has been identified by the parent/SENCo/key person//Manager as needing more specialist input instead of or in addition to excellent setting practice. You will be asked to come to a meeting to discuss your child's progress and help plan possible ways forward. You may be asked to give your permission for the school to refer your child to a specialist professional e.g. a Speech and Language Therapist, Inclusion teacher or Educational Psychologist, etc. This will help the setting and yourself understand your child's particular needs better and be able to support them better in the setting. The specialist professional will work with your child to understand their needs and make recommendations, which may include: Making changes to the way your child is supported in the setting, support to set better targets which will include their specific expertise, a group run by setting staff under the guidance of the outside professional e.g. a social skills group, a group or individual work with outside professional. (Wave 3 Intervention)
- For Children whose learning needs are severe, complex and lifelong the professionals may recommend an application for an Education, Health and Care Plan for your child.
- Observational assessment linked to the EYFS and knowledge of child development will be used to identify what support is required. Extra support will be put in place if necessary with the aim of enabling the child to become independent within the environment.
- On-going partnership working with parents by the setting and other professionals involved with the child/family will support the decision making process.
- The SENCo will advise on the process of applying for extra support. The inclusion funding process will identify the level of need based on the evidence submitted to the panel from the setting and other professionals working with the child/family.
- Reports from health care professionals or others working with the child and family will be used to plan support within the setting. The SENCo, the IDSS Inclusion Teacher or other professionals working with the setting will support the decision making process linked to planned targets on the TLP.
- Inclusion funding and Two year old funding can be applied for to support the child being included in the setting. Delegated budget and AEN funding will be used to provide additional specialist resources or to adapt existing resources as required. Specialist training will be sourced as and when required.

- All resources/training and support are reviewed regularly and changes made as needed.
- Staff are trained in various specialised areas for example :- CAF Level 2, P.E.C.S, Signalong Level 1, Behaviour Management, Encouraging Positive Social Behaviour in the Early Years, Information Sharing, Schemas as well as essential courses such as Safeguarding and Child Protection, First Aid, Characteristics of Learning, CAF Level 1, Manual Handling etc. Staff attend training courses as when they become available.
- All staff has accessed child development training and has experience of working with children within the Early Years age range. The child / family can access a number of services available in the locality linked to the child's identified needs these would be primary through the health care service and include: Child development centre, Physiotherapist, occupational therapist, speech and language therapist, portage worker, IDSS Inclusion Teacher. The setting has good links with the local children centre and staff sign post parents to support available.
- Within the setting there is a trained SENCO who attends regular training courses to keep up to date. With parent's permission advice can be sought from the IDSS Teacher through a request for guidance (RFG). If the child's needs are identified as a specific need then the team with the expertise in this area will take up the support for the child and the setting in meeting the child's needs, for example the sensory team etc.
- All activities outside the setting will be planned around all children's individual needs and abilities. Risk assessments are carried out beforehand to ensure it is accessible for all to access. Policies are shared with parents on admission to reassure them that we are inclusive.



Reviews

What the setting provides

- Observational assessments along with assessment systems such as the 2 year old progress review which are all linked to the EYFS ages and stages of development are used to monitor your child's learning and development.
- On a yearly basis we hold a parent's evening which allows parents/carers to come and talk with their child's key person. We will also communicate with you regarding your child's progress through settling in reports (3 over the year), homelink folders for preschool children & book bags for funded children along with notes from home sheets.
- You are involved in identifying needs, information sharing, identifying targets, child's interests and their own views and next steps to focus on at home and in the setting and reviewing progress towards these targets.
- There are daily opportunities when you are welcome to tell us of your child's progress and give opportunities for two way communication between us. Telephone calls can be used if parents work and are unable to bring/collect child from preschool.
- Home links/school book, interest flowers and Transition reports to other settings and home as well as "All about me" booklets which detail likes/dislikes, etc. to be completed by parents/carers.
- Induction session which allow parents to stay and help and see how your child is developing in the setting.
- Newsletters are sent home on a termly basis and notices displayed to keep you up to date with what is happening at nursery and a list of activities are displayed enabling you to further support your child's learning. Regular parental questionnaires are issued to give parents/carers the opportunity to give their views and suggestions etc.
- We have a celebration board which is designed so that children can share those 'celebration' moments, achievements that happen when they are not at nursery, so that as practitioners we can build the whole picture of development and to build on those home to nursery transitions. It is also a great way to develop the children's self-esteem.
- We value parents/carers involved with the setting. We offer a rota when parents/carers can come into the setting to see their child in the play environment for preschool children.
- You are welcome to become involved in fundraising for the setting arranged by the staff on a regular basis.

Transitions

What the setting provides

On induction to the setting the SENCO, leader or key person and parents share information about the strengths and needs of the child. The parents will have the opportunity to accompany their child on visit to help settle them and develop a relationship with the key person. The child will always be at the heart of all we do. We work with the parents and support the child together.

If other professionals are involved, a team around the child (TAC) will be held with you to discuss your child's needs and ensure proper provision is in place before your child starts.

When joining Pavilion we offer all children free play sessions to help them start to familiarise themselves and build relationships with key members of staff and get to know their environment. These sessions can be in the company of their parents if already registered or on their own. Each child is assigned a key person and their role will be explained. The Key person will form a relationship of trust and support with the parent and the child during these sessions and the Senco or Manager will ask for care plans and "all about me" forms to be completed with questions which will help the practitioners identify the children's needs, interests and to discuss if any agencies are involved in the child's development.

If required and appropriate staff will attend training related to a child's needs before they attend the setting. Meeting with the Health care professionals will help the child's transition into the setting. Ensuring any relevant documentation is shared in the setting if necessary, e.g. All About Me forms, previous TLPs, paediatric reports, to ensure appropriate planning is in place. Parents and key person should agree a consistent approach to ensure continuity of care from home to setting.

If a child is transitioning to school or moving on to a new setting, the child's new key person and SENCO are invited to observe the child and discuss the child's strengths and needs. The child's current Key person and SENCO can attend meetings and share targets on TLP and minutes of review meetings.

When a child is transitioning their views and feelings can be shared through photographs reflecting what they have done, achieved and enjoyed. Learning journeys, Transition Profiles, TLPs, EYFS assessments and other relevant documents are passed on to the receiving setting.

Photo books can be created of the new setting /school that the child can share with parents / key person on a regular basis before the move. The use of role play with school uniform, books and lunch time practise is a good way to help a child become familiar with new routines.

Staff Training

What the setting provides

- All staff are experienced working with the Early Years age group and understand Child Development.
- First Aid Qualifications are kept up to date.
- Staff have accessed specific training on P.E.C.S, Signalong Level 1, Speech and Language courses etc.
- The Manager regularly attends cluster meetings to keep up to date with the latest information and news and cascade any information to all staff at staff meetings and a record of staff training is kept on file.
- We have experience of working with IDSS – this aims to help Early years practitioners provide the best possible experience for children with SEND at nursery. The team will support practitioners in meeting children’s individual needs through observing children in the setting, offering advice, suggesting ways to support individual needs, planning next steps with practitioners and parents and sign posting to training.
- Parental agreement will always be obtained before IDSS Learner Support become involved with any individual child.
- The SENCO attends regular training courses to keep their knowledge and understanding up to date. The content of these courses is then cascaded to other staff through termly meetings.
- Further courses such as Behaviour Management training has been cascaded to other members of staff.

Further Information

What the setting provides

- The first point of contact within the setting is Manager, Deputy Manager or SENCo.
- The parents can identify the Manager, Deputy Manager, SENCo, other members of staff and the Trustees from their photographs on the parents notice board situated in the cloakroom.
- The settings SENCO or Manager will be able to offer advice and will be able to signpost parents to other professionals that may be able to help such as the health visitor, children centre staff, IDSS Inclusion teacher and Speech and Language Therapist (SALT).
- The setting has a named practitioner for behaviour management and can also access support for parents from their Inclusion Teacher with parental permission.
- The settings Trustees and Management are responsible for enabling leadership within the setting to create inclusive policies, ensuring those policies are in place and up to date. To ensure that there is sufficient staff to enable staff to attend training to keep knowledge and understanding up to date. In addition they ensure that the open door policy creates an ethos that respects and welcomes all. They ensure that the environment is inclusive with resources that reflect diversity positively and encourage information sharing with relevant agencies. It is also their responsibility to manage finances and ensure that delegated Budget and Inclusion funding is used to promote inclusion.
- A complaints procedure is in place, normally good practice should sort out queries and grumbles, but if a more fundamental problem is perceived that cannot be resolved this way you have the right to pursue the issue
- **Informal/problem resolving stage** – at this stage every effort is made to resolve the complaint within the group without having to take the matter to the next stage. The Pre-school manager will report it to the Trustees who will investigate and record the matter and respond within 28 days.
- **The Formal stage** – If the matter has not been resolved or the complaint is such that it requires an independent body, the correct authority to inform is :

The National Business Unit

Ofsted

Piccadilly gate

Store Street

Manchester

M1 2WD

Tel. 0300 123 1231.