



SEN and Disability

Local Offer: Early Years Settings

Name of Setting: **MOORSIDE PRE-SCHOOL**

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:

INSERT LINK HERE

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:

LO-SETTINGNAME

eg: LO-FLUFFYBUNNIES

Setting Name and Address	Moorside Pre-School		Telephone Number	01524 66516
	Bowerham Rd		Website Address	07572399254
	Lancaster		www.	
	LA1 4HT		moorsidepreschool.co.uk	
Does the settings specialise in meeting the needs of children with a particular type of SEN?	No	Yes		
	No			
What age range of pupils does the setting cater for?	3-4 year olds			

Name and contact details of your setting Senco	Laura Askew Address as above
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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	Laura Askew Pre-School Deputy Manager/Senco		
Contact telephone number	01524 66516 07572399254	Email	preschoolsenco@moorside-pri.lancs.sch.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.moorsidepreschool.co.uk		
Name	Laura Askew	Date	16/12/21

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

- Moorside Pre-School is a small setting which is registered to take up to 24 children aged between 3 and 4 years old. We also run an after-school club which takes up to 16 children aged 3-6 years of age.
- It is a not for profit organisation which is run by a committee of pre-school staff, school staff and parents.
- The setting operates term time only in line with Moorside Primary School.
- The setting is open from Monday to Friday from 8 am to 5.30pm
- In January 22 there will be 4 full time members of staff and 2 part-time members of staff who work with the children. (This includes the manager who is office based and the deputy manager who works primarily directly with the children) There are also 1 part-time business manager.
- The deputy manager currently acts as the SENCO (Special Educational Needs Coordinator) and takes overall responsibility for the management of behaviour within the setting. The manager and deputy manager are the nominated officers for safeguarding. The manager takes overall responsibility for parental involvement with support from other members of staff. The deputy supervises and supports staff on a daily basis and takes responsibility for the setting when the manager is absent.

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 is situated at the back of the school buildings in a single storey suite of rooms which were formerly school classrooms.
- There is generally no on-site car parking but there is provision to eg drop off children with physical disabilities in the school staff car park which is more accessible than parking in the

streets adjacent to the school

- The Pre-School is wheelchair accessible via a ramp The children have access to an extensive outdoor area which is also wheelchair accessible via a ramp and there is one children's toilet with wheelchair access.
- Access is controlled by a security gate with an intercom which connects to the Pre-School. If a parent has a hearing impairment which makes using this system difficult then alternative arrangements can be made to access the Pre-School via the main school entrance.
- There is an area outside the main Pre-School entrance which has a small canopy which can be used to store pushchairs/wheelchairs etc provided they do not block the exit route from the building

MAIN PLAYROOM

- There is one main playroom which is fairly small. It has a variety of equipment and furniture some of which can be adjusted to different height levels to meet the needs of children who have physical disabilities. These are organised into distinct areas of provision eg construction, role play
- The floor is a vinyl surface, except for a small carpeted area in the book corner.
- All resources are labelled with picture and print and are easily accessible for the children. The resources are appropriate for the age range catered for but we do have some additional resources suitable for children who may be functioning at an earlier developmental stage
- The wall area is painted and has some display boards at both adult and child level which help absorb sound thereby making the room less noisy thus helping to better meet the needs of children with hearing impairment.

OUTDOOR AREA

- The outdoor area is gently sloped with a mixture of tarmac and grassy areas some of which is wheelchair accessible. A variety of open ended equipment eg tyres, crates is available in this area which can be adjusted to meet the needs of the particular children who use it.
- There are currently 3 raised beds 2 of which are used for planting and 1 which is used as a muddy digging area. There is also a larger sand pit on the floor and we have accessibility to malleable tray, which can have its height altered.
- Adjacent to the outdoor area is a small wooded area which is used by the school and Pre-School. This isn't easily wheelchair accessible at present
- There is also access to the extensive school grounds some of which are wheelchair accessible

COMMUNICATION

- Communication with parents is via weekly newsletters by broadcasting on WhatsApp, daily face to face contact, regular 1:1 meetings, sharing termly focus sheets, information is also shared digitally through our app Development Map and planned Stay and Play sessions. Information can be made available in large print for those parents with visual difficulties who require it. We do not currently have information available in audio format but should this need arise would do our best to provide it.
- Within the setting we have some children who come from a variety of ethnic backgrounds speaking a variety of languages. In this situation we would liaise with parents to find out the keywords of the child's home language and would seek advice from the early years teacher team if further assistance was required.

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

INITIAL INDUCTION ARRANGEMENTS

- Before children start at our setting parents fill in an enrolment and All about Me booklet which ensures staff are made aware of any particular issues of concern that a parent may already have about their child's development. The manager or key person then holds a welcome meeting with parents to review the enrolment information and discuss the child's learning and development to date. The children and parents are invited to attend a zoom home visit, children also attend two induction sessions before starting their full attendance pattern which again offers the opportunity to discuss issues of concern.
- In some cases other professionals may already have contacted our setting (with parental consent) if a child has particular difficulties which e.g. may require additional support

OBSERVATION AND ASSESSMENT

- Once a child starts at Pre-School they are allocated a key person who observes and assesses their development and tracks progress in relation to the EYFS areas of learning. This includes information from ongoing observations in Pre-School and information from home.
- Staff communicate on a regular basis which offers the opportunity to share any concerns about any children who are having particular difficulties so this can be monitored. They also have termly supervision meetings when their key children are discussed and appropriate next steps identified.
- We use the WELLCOMM speech and language screening assessment to identify children who may be having difficulties in this particular area of learning.
- We complete a baseline assessment in the prime areas of Personal, Social and Emotional Development, Communication and Language and Physical development and aim to also complete a baseline for as many of the other areas of learning as possible but specifically Literacy and Mathematics.
- We track children's progress on a termly basis and measure progress in order to identify those children who have significant gaps in their learning and then plan appropriate intervention

ADDITIONAL SUPPORT

- If there are any issues of concern the key person would discuss these issues with the child's parents and the SENCO in order to plan appropriate intervention.
- This may be in the form of the key person targeting a specific area of learning with a particular child within the everyday provision offered by the setting or may involve additional specific input eg additional language work in a small group.
- If a child had more significant difficulties then an individual targeted learning plan would be set up with parent's input and agreement. This would identify specific targets to work on which may be delivered via the everyday provision or may need to be worked on in a 1:1 or small group context. We may also ask for the parent's permission to refer to other agencies eg Speech and Language Therapist.
- If a child did not make the expected progress as a result of the intervention offered by the setting then it may be necessary to seek advice from the Early Years Special Educational Needs Inclusion Teacher (with parental consent) via a 'RIST form. They would then arrange to visit the child in the setting to observe them and chat to staff. The SENIT would then provide a report with advice and support in taking steps to apply for a EHCP when appropriate.
- The graduated response described above is detailed in our Special Educational Needs Policy –a copy of this and all other Pre-School Policies is available for parents to read should they request it. All policies are reviewed and updated annually by the Pre-School Committee.

Teaching and Learning Part 1 – Practitioners and Practice

- 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

- Children within the setting have access to a wide range of provision both indoors and outdoors and for the majority of the day have equal access to both. These include sand + other malleable resources, water, construction, ICT, small world, role play, workshop/creative areas, mark-making etc
- Staff play alongside the children in these areas observing and interacting in order to further develop their skills and knowledge in all areas of the curriculum but with a particular emphasis on the 3 prime areas of the curriculum-Personal, Social + Emotional Development Communication + Language and Physical Development
- All children have a key person who is responsible for a particular group of children and who liaises and communicates with those children's parents and carers
- Staff observe the children in order to identify their interests which can be used to enhance the provision on offer and plan appropriate next steps. Alongside this the children take part in adult planned activities which focus on particular skills and concepts eg scissor skills, listening skills and in daily routines such as snack, story-time etc.
- Information from observations of child initiated play and adult planned activities is used to chart progress and inform planning. As previously stated staff use info from observations to track a child's progress and identify those children who may be experiencing difficulties in particular curriculum areas. The manager and deputy manager oversees the tracking documents to identify children who may need additional support with particular curriculum areas.
- Each child is a 'focus child' once a term. During this time parents share information with practitioners and meet with them, record the in the moment interactions of teaching and learning with the child and identify areas for further development.
- Staff share information and suggestions with parents via face to face contact, weekly newsletters, focus week reviews and 1:1 meetings to look at their child's learning journey. However the child's learning journey is available at any time should a parent want to look at it.
- Information about local groups, events and activities for children and parents/carers is displayed in Pre-School
- As previously stated in the case of a child having difficulties then the child's key person will initially plan activities or use particular strategies which target a particular area of learning or development to provide additional input for that child. This would then be reviewed to see if further input was required via a targeted learning plan The SENCO would invite parents to meet to discuss the issues of concern and plan appropriate intervention which both the setting and parents could work on together and which would be regularly reviewed and monitored in order to plan what to do next.
- The children in Pre-School have daily opportunities to express their views through circle time/snack time routines when they are in small groups with a member of staff. Their views are also taken into account through the use of eg questionnaires which we use eg when focusing on a particular area of provision.

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

- The main resource the setting offers are committed and hardworking staff who want the best for the children in their care.
- The limited SEN budget is used to pay for additional resources and training for staff. The setting SENCO/deputy identify specific resources which may be necessary to help the particular group of children who have been identified as needing additional support but often the everyday resources are appropriate if used in the correct way. The settings training budget is allocated according to the needs of the staff and the current cohort of children. The SENCO has completed WELLCOMM training.
- The setting has good links with local services eg the Speech + Language Therapy Department and Early Years Special Needs Inclusion Team which it uses to access advice, support and resources when necessary
- The Pre-School is situated within a primary school with extensive grounds including a large playing field/meadow, wooded area and playgrounds. Risk assessments are carried out on all of these areas and 'mini' trips are planned throughout the year to allow the children to experience a range of activities within them. We make adjustments to ensure all children are included in these trips

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

- Details re how information is shared with parents has been detailed in previous sections so we do not feel it is necessary to repeat this again.
- When a child has significant additional needs then it is necessary to involve other agencies such as the Early Years Inclusion Team particularly if additional support over + above what the setting can offer is likely to be needed. A transition review meeting will be organised when the child is due to move onto school/other settings.

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 majority of children within Pre-School start attending in September but some join us later in the year.
- Before starting their normal attendance pattern the children and their families come for a series of short induction visits which gives staff, children and parents time to get to know each other and allow parents the opportunity to discuss any concerns, ask questions and share information.
- If necessary/beneficial staff will organise a home visit to meet a child and their carers at the moment this is carried out via zoom due to the ongoing COVID-19 pandemic.
- If a child is struggling to settle into their normal attendance pattern then we are flexible and willing to build up to their normal attendance pattern gradually, by offering reduced session lengths.
- When a child transfers to another nursery setting we send a transition report (with parental consent) to the receiving setting.
- When the child transfers to primary school the receiving schools are invited to visit the child in the setting and meet the child's key person. All schools will be sent a transition report (with parental consent) which details any specific needs a child may have.
- If a child has significant additional needs then a transition review meeting will be set up to allow professionals and parents to meet to discuss how the child's needs will best be met when they move on to their new setting.

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

- The manager has Qualified Teacher Status and Early Years Teacher Status and has had training in Makaton.
- The deputy has Level 3 Childcare qualification, WELLCOMM training and a level 3 qualification in supporting communication and literacy development with 2-4 year olds.
- All current Pre-School assistants have a minimum of level 3 childcare qualifications.
- The manager + deputy have completed the following training which is relevant to children with special needs:- English as an additional language, Babies +Toddlers Speech + Language Development, Letters + Sounds, Behaviour Management, Developing Listening + Attention Skills, Cygnets Autism training, NASENCO/ I can Speech and Language training
- All new staff will be undertaking training as identified via appraisals.
- All staff take part in a termly supervision process which identifies staff training needs which is either provided in house or via external agencies when funding allows.
- In addition, staff communicate regularly, which gives them the opportunity to share observations about their key children, seek support and advice from their colleagues and discuss any other issues of concern.

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 (eg: Phone, text, email, notes, home-nursery diary etc)

What the setting provides

- If you require further information please contact us either by phone or email and initially ask to speak to the manager or in their absence the deputy manager/SENCO.
- Visits to the setting are welcome but preferably by prior arrangement as we are a small staff and would like to ensure that someone would be available to talk to you in person, which isn't always possible if some staff are attending meetings/training courses etc and the remaining staff need to be with the children.
- Opportunities for informal discussions are possible at pick up or drop off times but for issues that require more in- depth discussions it is more appropriate to make an appointment which we are happy to do with prior warning.
- If a parent has a concern or complaint there is a formal complaints procedure but in most instances the situation is usually resolved informally through ongoing discussion and dialogue.