

# SEN and Disability: Local Offer



Heysham Community  
pre-School

providing quality childcare in your community

Emmaus Road • Heysham • LA3 2LL

Tel: 01524 853114

Email: [info@heyshamcommunitypreschool.co.uk](mailto:info@heyshamcommunitypreschool.co.uk)

*UK Registered Charity 1022968*



## The Setting

Heysham Community Preschool operates in the building that was formerly Heysham Youth & Community Centre and subsequently Heysham children's Centre. The preschool itself has been in existence for over 20 years, serving and supporting families from Heysham as well as further afield. We are a 'not for profit' charitable organisation and are open term-time only (38 weeks) 8.00am – 5.00pm. We provide day care for children aged between 2 and 5 years and are at present registered for 26 children per session, although we are hoping to expand in the near future.

We have a key person system in the setting, which ensures that the care of each child and the support offered to their parents/carers is tailored to their individual needs. The preschool has an experienced staff team and an inclusive ethos – we make reasonable adjustments to ensure that all children develop, play, learn and are happy during their time with us.

The SENCO is Elaine Cleet and can be contacted on 01524 853114 during term time or via email at: [info@heyshamcommunitypreschool.co.uk](mailto:info@heyshamcommunitypreschool.co.uk)

## Accessibility & Inclusion

The building is all on one level and is wheelchair accessible. Our car park is directly adjacent to the building and the entrance door has automatic push pads. Both our indoor and outdoor areas are easily accessible, with ramps and hard surfaces. Accessible toilet facilities are available and general information and policies can be made available in different formats where necessary. The layout of our rooms can be adapted to meet individual needs and some of our furniture is adjustable. All our resources are clearly labelled using large print and pictures to enable children to choose their activities easily.

## Identification & Early intervention

Children are regularly observed and their development monitored by their key person to ensure they are making progress. Their learning and development is tracked using the Early Years Foundation Stage Curriculum (EYFS). The 2year progress check, termly summative assessments and Wellcomm speech and language screening ensure staff are aware of children who may be experiencing challenges. If children do not make appropriate progress in relation to their individual development stage, steps will be taken to help them. These include:

- Tailoring activities and experiences to individual learning styles.
- Raising concerns with parents/carers and offering advice on supporting their child's development where appropriate.
- Signposting parents/carers to other professional services such as Speech and Language drop in sessions.
- Seeking permission from parents/carers to liaise with other health or childcare professionals such as health visitors, speech and language therapists etc and the IDSS inclusion team.
- Where a 'Request for Guidance' is submitted a CAF (Common Assessment Framework) will be completed with the parent/carer and a Targeted Learning Plan will be drawn up. The CAF will be submitted to the Early Years Panel and a decision will be made on what support can be offered.
- TAF (Team Around the Family) meetings will take place when an assessment identifies the need for a multi-agency response, bringing together the child, parents/carers and practitioners to provide opportunities to discuss how additional needs can be met.

If parents are worried about their child's learning and development, they can raise their concerns with their child's key person and/or the SENCO. We can offer support and advice and discuss together how best to move forward, whether that be by initially employing alternative strategies or seeking support from other professionals or the AIS. Our SEND policy is available to view in the setting along with details of our graduated response system in the form of provision mapping; Wave 1, which identifies what we provide for all children, Wave 2, detailing the provision for children who require additional input in a specific, targeted area and Wave 3 which identifies provision for children who require a more specialised or intensive approach.

### *Practitioners and Practice*

The preschool has an experienced staff team and an inclusive ethos. We have an effective key person system in the setting and staff are sensitive to each child's individual needs, ensuring the care of each child and the support and advice offered to their parents/carers is tailored as necessary. Activities and experiences are planned to enable children to explore their individual interests and develop in the seven areas of the EYFS:

- Personal, Social & Emotional Development
- Communication & Language Development
- Physical Development
- Literacy
- Mathematics
- Understanding of the World
- Expressive Arts and Design

Our activities are differentiated accordingly, and reasonable adjustments will be made wherever possible to ensure all children are happy and enjoy playing and learning during their time with us.

### *Reviews and Transitions*

Baseline assessments are completed when children begin their time in our setting, as a starting point which enables us to plan for each child's progression. A 2yr progress check is completed, between the ages of 2 – 3yrs to review their development and this is shared with parents/carers. We use the online Learning Journal Tapestry to observe and track children's development through the EYFS and each child has a file available which records progress. Both forms of recording are accessible to parents/carers and they are encouraged to interact and add to both. Summative assessments are carried out and documented each term and an 'End of year report' is compiled in the summer term with copies given to parents/carers to read and comment on. Records are compiled by the child's key person and are given to the parents/carers when the child moves on to a new setting.

We liaise with new setting's, both nurseries and school's when children move on, organising meetings for the child and supporting parent's/carer's if and when required. All information is passed on in a transparent format to enable a seamless transition.

### *Provision and Resources*

Reasonable adjustments are made to accommodate children with Special Educational Needs and Disabilities. Key persons are supported by the settings special educational needs co-ordinator (SENCO), other staff and our SEND Inclusion Teacher where appropriate. AIS funding for children at Wave 3 can be accessed to provide additional equipment, training or support although this is

dependent on a decision from the Early Years Panel. Key persons planning for the development of each individual child, ensures activities and experiences are tailored to suit their needs and reasonable adjustments can be made in the layout of the environment and the resources used, to ensure all children have access to them.

### Staff Training

Staff have a variety of qualifications and a wealth of knowledge and experience between them. The majority are qualified to level 3 or may be working towards an NVQ level 3 in Early Years Childcare. The manager has a Foundation Degree in Teaching and Learning Support (Early Years Care and Education) and CACHE level 3 – Working with Children and Young People with Special Needs. All staff are encouraged to take part in Continued Professional Development and hold up-to-date Paediatric First Aid certificates and have Food Safety training. Safeguarding Training is regularly reviewed and updated, including enhanced training for Nominated Officers. Staff have received training in Wellcomm speech and language screening as well as courses surrounding topics such as observing and assessing child development, behaviour management. Professionals from other agencies such as Speech and Language Therapy and Occupational Therapy also provide training and can work with the staff and children in the setting where necessary.

### Working Together

Our setting has an open door policy. If parent's/carer's have any questions or concerns they can discuss this with any member staff. As a setting we are required to have a procedure for dealing with complaints and this is available in the setting.

### Further Information

For further information about the setting and how we can support children with SEND, contact Ellie on 01524 853114. For more information about the local Offer, which brings together information which is helpful to children and young people with special educational needs and their families, visit: [www.lancashire.gov.uk/SEND](http://www.lancashire.gov.uk/SEND)