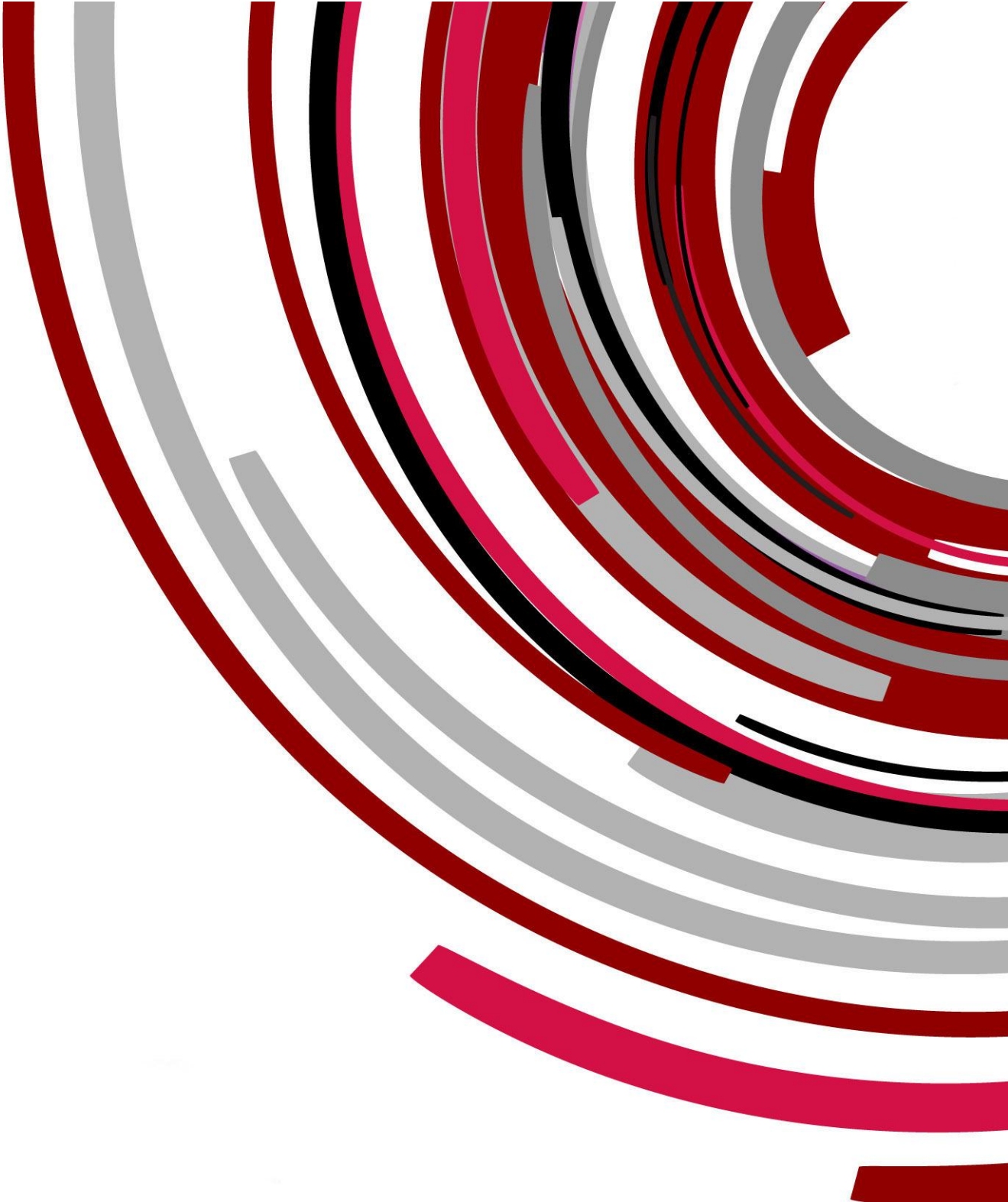




SEN and Disability

Local Offer: Early Years Settings

Name of Setting: **BANK HALL KINDERGARTEN**

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	BANK HALL KINDERGARTEN BANK HALL DRIVE BRETHERTON LEYLAND PR26 9AT		Telephone Number	01772 601346
			Website Address	
Does the settings specialise in meeting the needs of children with a particular type of SEN?	No	Yes	If yes, please give details:	
What age range of pupils does the setting cater for?	0-5's			

Name and contact details of your setting SENCO	Mrs S Edge 01772 601346
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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	Tracy Mead – Nursery Manager		
Contact telephone number	01772 601346	Email	enquiries@bankhallkindergarten.co.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			
Name		Date	

Please return the completed form by email to:

IDSS.SENDReforms@lancashire.gov.uk

The Setting

Bank Hall Kindergarten has been established for over 30 years and is located in the heart of the heart of the Bank Hall Estate, Bretherton, midway between Southport and Preston. The Kindergarten is surrounded by mature trees and green fields- and, as in the true meaning of the word “Kindergarten”, we have created a “Children’s garden” in which your child will feel both happy and secure. The children are also able to experience the surrounding woodlands during our Outdoor Woodland Learning sessions. We accept all children from birth and your child will be in the care of qualified practitioners and practitioners working towards different levels of qualifications, some of whom have been at the setting for many years.

On entry to the kindergarten each child is assigned a Key Person who will ensure your child’s care is tailored to meet their individual needs and will help them become familiar with the Kindergarten offering a settled relationship for your child and to build a relationship with you as parents.

What the setting provides

The Kindergarten is organised between three areas –

Baby Bluebells – for up to 12 children from birth to approximately 2 years of age.

Caterpillars – for up to 16 children from approximately 2 years up to approximately 3 years.

Pre-School – for up to 31 children approximately 3 years + (Pre-Schools are located in the main building and in the annexe building)

Bank Hall Kindergarten currently employs 22 staff, of whom three are qualified to level 6, and three qualified to level 4 and there are six who hold appropriate childcare qualifications at level 3 and one to level 2. We are currently training 1 Apprentice and employ five unqualified. There are three support staff; a cook, an assistant cook and a part-time cleaner.

Our SENCO is Mrs Sarah Edge (identified by the photograph on the notice board situated in the hall)

Mrs Edge and Manager (Mrs T Mead) will also be able to offer advice and will be able to signpost parents to other professionals that may be able to assist you such as the Health Visitor, Child and Family Wellbeing, Specialists Teaching Service and Speech and Language Therapist (SALT).

Our Equalities Named co-ordinator (ENCO) Miss R Taylor who is responsible for ensuring that Equal opportunities are in place at all times.

Each room leader takes on the role of Parental Involvement Co-Ordinator and is responsible for overseeing that Parental involvement is encouraged, valued and included in the setting.

The Kindergarten has a named person Mrs S Edge for Behaviour Management who can access support for parents from their Specialist Teacher with parental permission

Mrs T Mead is the Kindergarten’s Safeguarding Officer.

Accessibility and Inclusion

The setting is easily accessed via Bank Hall Drive and has a large open and spacious car park which leads to easy access to the main entrance of the building; the 2 to 5 year olds are based on the ground floor and adjacent to the main building is another Pre-School building. Babies are situated upstairs. (Should the situation arise where a parent is unable to use the stairs then staff will come down and greet baby and parent). Each room has its own entrance if using the main entrance proves difficult.

The toilets/ wash basins are low, steps and raised seats are available. Cubicles are wide enough to allow wheel chair access, and we have nappy changing facilities in the children's bathroom and under 3's rooms.

Mrs Edge (SENCO) has had training in identifying and supporting children with the autistic spectrum disorders within the early years. Her knowledge includes using the Graduated Approach, setting Target Learning Plans for the best outcomes, under The Disability and Discrimination Act and S/E/N. Code of Practice. Mrs Edge continues to attend relevant training and cluster meetings to further her knowledge and understanding. Mrs Edge also attended 'Including Children', 'I Can' training, Ecat training, use of Makaton sign language and is ELKLAN trained (understanding and communication). Bank Hall Kindergarten are also part of the Language Lead initiative, attending frequent Cluster meetings and training sessions. Wellcomm is an assessment tool that is used with in the setting to assess children's level of understanding and use of language. We provide multi-sensory experiences as part of our core provision and provide sensory play equipment and use visual aids. Signs, posters and notes are used around the setting. We seek advice and support from our area Specialist Teacher relating to individual needs.

We believe that an open access policy is the best way of encouraging participation. Parents are welcomed into the Kindergarten at any time, by all members of staff.

Parent/carers are welcome to view our policies and procedures file, which governs the way in which the Kindergarten works. These can be viewed at any time, simply by asking Mrs Mead or any member of staff. All our Policies and Procedures are located in the office and are reviewed regularly. Further information is available in the form of Notice Boards, Newsletters and displays with in each room, where we have links to home interests. We welcome parents/carers involvement by sending home questionnaires. Communication using the I connect system can be used daily.

Parents and carers are shown our main policies and procedures during their child's settle in session, at this time they are required to sign and date our Child Agreement Form which forms a contract between parents/carers and the Kindergarten.

All parent, child and staff information is stored securely according to Data Protection laws.

Where we have on roll children with English as an additional language, we explored a variety of avenues to ensure we communicated with parents to ensure all needs are fully met.

Furniture is age appropriate with in each room but if a child needs a different level of furniture in order to access activities on offer then we will do our upmost to provide what is required.

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Identification and Early Intervention

On induction to Bank Hall Kindergarten the SENCO, Room Leader, Key Person, and Parents share information about the strengths and needs of the child, Parents are given the opportunity to accompany their child on a 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. Parents are involved from the initial visits at the Kindergarten when they enrol with us. The child's strengths, needs, likes and dislikes are discussed at this point and documented on a "All about me" profile. Parents are encouraged to share information with members of staff from the on-set and on an ongoing basis about individual needs of their child and any agencies involved with the child/family. Parents knowledge of their child is important and partnership working is sought at every point of the Graduated Approach, including Target Learning Plans and reviews. Each child's Learning Journey is accessible to parents at any time via the I connect system. We work with parents and support the child together.

Observations, listening, assessments, (including the 2 year old progress check) and evaluations all contribute to each child's Learning Journey. 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 Target Learning Plan(TLP) and the advice from the Specialist Teacher. She will also explain who may become involved in your child's development and their role. Your child's key person will work with the SENCO to oversee the TLP targets for your child. They will identify individual needs and plan next steps, accessing additional support from others where necessary (e.g. Speech and Language Therapist).

The key person's role will foster relationships with and understand the individual children. Our 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.

Teaching and Learning Part 1 – Practitioners and Practice

Whichever room your child is in, we will be working under the Early Years Foundation Stage (EYFS) which sets the standards for learning, development and care for children from birth-five years. The overarching principles of the EYFS is to help children achieve the five Every Child Matters outcomes of staying safe, being healthy, enjoying and achieving, making positive contribution, and achieving economic well-being. Our staff will observe the plan for child's future learning by supporting their development under the principled approach.

Staff will plan for children's individual development needs around seven areas of learning and development that shape our educational programmes. All areas of learning and development are important and inter-connected. The three prime areas of learning are crucial for igniting children's curiosity and enthusiasm for learning, and build their capacity to learn, form relationships and thrive. Children are also supported in the four specific areas through which the three prime areas are strengthened and applied.

If your child's Key Person has identified possible individual needs, observations and assessments will be discussed with the SENCO, who will offer support and advice to your child's Key Person who will discuss the observations with you and plan with you to support your child's Learning and Development (The Graduated Approach)

Targets will be set on a Target Learning plan to support your child's learning and Development after consulting with you which will support how you can support your child at home also.

Your child 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.

Your permission will be sought before involving any outside agencies such as the Specialist Teacher Team. We will work with the Specialist Services involved with your child and they are welcome to visit the Kindergarten at any time.

We have strong links with Health Professionals for any advice required.

Children are encouraged and able to express their views through play, structured and non-structured activities and by building a strong relationship with their Key Worker.

Teaching and Learning Part 2 - Provision & Resources

The Kindergarten has a wide range of resources which we use to establish the educational needs and support and encourage further development of individual children.

Using both our knowledge and those of outside agencies we will do our utmost to provide additional resources as required.

We have excellent relationships with a variety of professionals who we communicate with on a regular basis and appointments are made to meet the needs of all involved.

We have regular visits from the inclusion team and attend meetings to keep us informed at all times of any current updates or changes in policy or requirements.

Our SENCO has specialist training in Elklan Speech, language and understanding for 0-5 year olds/ Ecat training and I Can training which has proved to be invaluable when working with children with additional communication needs. Wellcomm assessment tool is used with all children to assess their level of understanding and use of language. The Picture Exchange System, when advised by a Speech Language, is used within the setting, with members of staff holding qualifications in levels A and B.

We use Timelines and visual timetables to support children when appropriate.

We value at all times the knowledge that parents have of their child and welcome their ideas and suggestions when planning activities for their child.

Reviews

Your first point of contact within Bank Hall Kindergarten is your child's Key Person who you will have regular contact with to discuss your child's needs and progress. Within Baby Bluebells you will be provided with the relevant information about your child's day uploaded on to the iconnect system, along with observations and are easily accessible to you at any time once you have signed up to the app. At approximately 2 years of age your child will receive their Progress check to share with your Health Visitor and Transitional reports are completed before they commence Primary School. Your child's Learning and Development is constantly tracked and shared with you and any areas of concern will be addressed.

Input from parents/carers is of utmost importance during their time at the Kindergarten

Transitions

On enrolment to the Kindergarten, children attend settle in sessions of which dates and frequency are arranged according to consideration of individual needs and circumstances of each child and their family. During these sessions it is our aim to find out as much as possible about the child whilst the parent/carer are required to complete their "All About Me" booklet. It will be decided between parent and Key Person if the settle in sessions are to be extended. Continued communication between Key person and parent will ensure a smooth transition takes place. As children progress through each room at the Kindergarten they visit the room and spend time with their new Keyworker, according to their individual needs to ensure they feel safe and secure, enabling them to benefit from what the Kindergarten has to offer.

On progression to Primary School, lots of discussion takes place during circle time and special Key Person time to prepare children for their next move, and each child receives a Transitional Profile which is a summative document which will provide the reception teacher with a baseline assessment of your child's Learning and development. We can arrange Transitional meetings to further discuss your child's Transition with the school and work closely with outside agencies should the need arise. If other professionals are involved a Team Around the Family (TAF) meeting will be held to discuss your child's needs and ensure proper provision is in place before your child moves on to their next stage.

Staff Training

We have both qualified staff and those who are in the process of getting a qualification. The setting holds a wealth of experience of working with children within the Early Years age range and Continued Professional Development is of high importance for all staff within the setting. All our staff are Paediatric First Aid trained which is repeated every 3 years. As a staff team we constantly strive to access available training such as Speech and Communication, with the setting being part of The Language Lead Initiative, attending termly clusters. Senco is Elklan and I Can trained and if we recognise that a specific training will be of benefit to the children in our care then we will endeavour to access it. The manager regularly attends cluster meeting run by LCC to keep up to date with the latest information and news and cascades any information to all staff via room meetings.

We have strong links with the Specialist teaching team who we rely on for additional support, advice and sign posting

Further Information

Further information can be sought via your child's Key person on a daily basis or you can speak to the Kindergarten SENCO (Mrs Edge) or the Manager (Mrs Mead) who will be happy to assist or help you in any way they can.