



SEN and Disability
Local Offer: Early Years Settings
Name of Setting: **SKYLARKS**

IDSS.SENDReforms@lancashire.gov.uk

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 saving your local offer please use the following format:

SKYLARKS - Ofsted URN: EY481 495

SKYLARKS - **01253 870900**

Setting Name and Address	Skylarks Out of School Care		Telephone Number	01253 870900
			Website Address	Larkholme Primary
Does the settings specialise in meeting the needs of children with a particular type of SEN?	No	Yes	In the setting we have and do support children with a range of Special Education needs and have access the Inclusion team at IDSS.	
	X			
What age range of pupils does the setting cater for?	We accommodate children from the age of 2years through to 11 years.			
Name and contact details of your setting SENCO	Paula Hutton – Manager Tel: 01253 870900 Cheryl Macdonald - SENCO Tel: 01253 870900			

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	Paula Hutton (Manager) Cheryl Macdonald (SENCO)		
Contact telephone number	01253 870900	Email	happyskylarks@aol.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	www.larkholme.lancs.sch.uk Follow Skylarks link		
Name	Paula Hutton	Date	29/09/2019

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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

The setting accommodates full wrap around care for children aged 2-11years. We are open during term time. However, we are registered to open during non-term time which depends on how many families require our out of school service. The setting can currently take up to 28 children aged 2-11 years.

The setting is organised in the following:

Breakfast Club: 8.00am -8.45 am 5 days a week

Afterschool Club: 3.15pm-5.45pm 5 days a week

Nursery: 8.00am – 5.45pm

The afterschool club we take up to 32 children each day and the Breakfast club can accommodate up to 32+ children.

The Nursery accommodate up to 32 children between the age of 2 and 4 years. There are no specific age phases as the setting provides and differentiates for the children through facilities, resources and planning with in the environment. All children are assigned to a key person. The Key Person is supported by the Supervisor and Deputy manager who monitors the provision for the different age groups.

In addition to the support offered to the children and staff the setting also has practitioners with additional responsibilities, these include; a named person responsible for supporting behaviour, a named person with responsibility for parental involvement, equality named coordinator (ENCo) two nominated safeguarding officers and a SENCO There is deputy manager; it is part of their role to support the Supervisor and practitioners with additional responsibilities. The Deputy Manager also supports the Management of the business side of the setting. Skylarks Management has the overall responsibility for the setting.

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 building

The setting is housed in a purpose built single story building. The building is wheelchair accessible from all entrances and exits. Parking Space is opposite the Nursery building. Access to the building is through electronically secure doors. There is a purpose built accessible toilet which are adult facilities however can be used by children.

There is a small indoor storage space for prams/buggies etc. However, extra storage can be accessed outdoors in the play area.

The Setting is very well illuminated with sensory lighting which allows for plenty of natural day light. There are concealed Windows in the roof which respond to the elements and will open/close automatically. The setting is bright and painted in magnolia with white architrave. The flooring is partially carpeted and has specially designed non slip vinyl with all weather mats at each entrance.

All internal doors are wheelchair accessible and have viewing panes incorporated into them. Each door is signed with laminated sheets and secured with high and low locks.

We have use of the School hall for Breakfast Club which offers all of the above.

At the entrance of the setting there are notice boards for parents. These contain information about events, activities within the setting and also in the community such as the local children's centre.

The setting's policy file is accessed from this area. Currently this is in small print. However, if requested we are able to process the policies in large print and if required, we are able to send them electronically.

The room:

The room has integrated lighting in the ceilings and windows are equipped with roller blinds.

The walls are painted in magnolia and accommodate several display boards which are mounted at adult and children's height. The floors laid with yellow vinyl floor covering and has a carpet area with soft furnishing and rugs to make comfortable areas for play and relaxation.

There is a sink and cupboard area within the room to enable the washing of messy play activities. All furniture is freestanding and can be arranged to make space for specialist equipment or to ensure accessibility for children using walkers or wheel chairs. The room accommodates a separate kitchen area which is used for snack preparation, washing and occasional cooking. Fixed cupboards and worktops surround the free standing fridge and washing machine.

The Afterschool club use the Nursery provision although larger chairs can be used and adjustable table.

For 2-3 year old there are toddler size in natural wood furniture and toys and equipment is stored at the child's height. There is a store of toys and resources which are available for children if they are appropriate to a child's needs or development. Planning is differentiated to accommodate their needs also.

For 3-4 year olds there are appropriate table and chairs of varying heights and sizes. The sand and water trays are height adjustable and there is an accessible computer area. Mark making and painting equipment is at low level and all resources/toys are labelled with photographs and written words at the front of boxes and baskets. Resources are organised in to areas of provision. In areas dual language signs are displayed to help children and adults refer to them when with specific children with English as a second language. All resources accommodate children for their appropriate age there are resources available to meet the needs or development of the child.

Breakfast Club is held in the school hall. There are appropriate tables and chairs for the children's age. To promote Healthy life styles the children are offered a health breakfast and there is a display board on the hall wall. Access to the breakfast club in is through the nursery entrance.

The Outdoors:

The outdoor environment consists of a grassed area with a mound and tarmac for using wheeled equipment and resources for all ages. There is a small adventure trail with tunnel, stepping logs and bridge which is fixed to the 'no mow' soft ground covering.

The tarmac areas are even and are suitable for children who use walking frames or wheel chairs. The grassed area is generally flat. However, there is a mound in one corner which incorporates trees. The grassed area includes raised beds for planting flowers and vegetables plus a bugs hotel to encourage small insects and wildlife.

The Adventure trail is set on even ground which can be accessible in all weathers. The equipment is made of wood and metal which is fit for the purpose.

There is a wide selection of equipment outdoors which is placed at the children' s level for them to gain comfortable access. The resources are labelled and organised to the areas of provision and are adapted to suit the children's needs and development. Accessibility to the outdoors can accommodate wheelchairs/ walking frames also for the transportation of resources.

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

Children's progress is closely monitored in our setting. Each child has their own learning journey which includes observations, photos, comments from parents/family, tracking information about their progress across the areas of learning and development within the EYFS and information from progress checks. More detailed information is shared with parents when their child begins attending our setting. This is to ensure parents understand what they are, how they are used in the nursery and what is in them and how parents can contribute.

Children's learning journeys are available for the children to access themselves and also for parents to look at any time they would like. More detailed information is shared with parents when their child begins attending our setting. This is to ensure parents understand what they are, how they are used in the nursery and what is in them and how parents can contribute. However, the child's key person must be made aware of this. Although a child's key person is available to chat at drop and pick up times, arrangements are made for the key person to meet with their parents each term to look at the learning journey and discuss progress and any concerns. Additional appointments can be made outside of these times to discuss any issues in more depth and more confidentially than is often possible at pick up and drop off times. If a parent would like to arrange to meet with child's key person they can ask and the key person will liaise with the supervisor, deputy manager or manager to make arrangements to be able to be released from the group at a convenient time.

In addition to this the learning journey will incorporate the 2-3 year progress check as mentioned above. This is a requirement of the Early Years Foundation Stage (EYFS) and is done for all children in this age group. The EYFS requires practitioners to report to parents on their child's 2-3 year progress check; discussing and identifying strengths as well as concerns. Where a progress check suggests that a child may be experiencing some difficulties or delay in their development this is shared with parents and next steps are discussed.

For some children this may mean the key person will target a specific area of development and plan additional opportunities for the child to have experience designed to support the area of learning and development identified. This enhancement and targeting links to the wave two interventions identified within our setting's provision mapping. This is reviewed and to see how the child has progressed and whether or not additional steps need to be taken to support the child's progress and development.

For other children the next step may also include developing a 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 speech and language therapy, this would require parental consent.

Another next step may be to ask the local authority inclusion teacher to visit the child in the setting to provide some additional advice and guidance to practitioners to support them in meeting the needs of the child. The visit is called a 'Request for Guidance' and can only be undertaken with parental consent. Staff can accompany children and parents at visits to other professionals if parents wish. This can be arranged prior to the appointment. It is beneficial for the key person to attend the appointments as strategies given will support future planning.

Our Special Educational Needs Policy provides the context of supporting children through these 'next steps'. Our SEN Policy is available in the setting at your request.

In the setting we use provision mapping to identify ways in which we support all children in the setting. Provision mapping identifies ways in what we provide for all children (wave one), for children who require a little bit of extra input in a specific area (wave two) and children who require more specialised or intensive intervention (wave three). You can see our provision mapping in the setting.

We use provision mapping to identify ways in which children can be supported.

The Early Years foundation stage continues in the clubs and the EYFS children have a learning journey. We liaise with the reception teachers who will help to inform us of their development. Small plans are put in place to link to their learning in the Afterschool Club and Breakfast club.

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

The setting works within the framework of the EYFS. The setting is resourced according to the age and needs of the children accessing it. Practitioners use the Development Matters and the Statutory Guidance for the EYFS to plan provision and activities for the children in their care. Each child is observed at the beginning of their placement to help with their baseline assessment. The EYFS identifies three prime areas of learning and development and four specific areas of learning and development.

In the 2-3 age band, the prime areas remain significant but there is an emergence on the specific areas of developing and learning.

In the 3-4 age band the prime areas continue to be a focus but there is an increasing balance between focusing on supporting children's development in these areas and the specific areas.

This is continued with the reception children in the clubs.

Activities and provision are adapted to suit the needs of all children. Practitioners differentiate the activities that they develop and the provision that is on offer in the setting to meet the needs of the children. For some children a greater level of differentiation is required because they have additional or special educational needs. Practitioners are sensitive to the developmental needs of the children in their care and when they are differentiation activities and provision have this in mind so that all children are able to access the setting in a way that is appropriate to their needs.

All EYFS children have a key person. It is the role of the Key person to liaise with the child's parents regarding their time in the setting. It is also the role of the key person to help parents to develop ways in which they can support their child's learning at home. In the nursery we hold parent evenings each term which re-enforce the EYFS to support, encourage and develop their child's learning at home. We have activity resources that parents can loan from our library and practitioners are able to talk about these and offer advice should they want it. Parent information boards also display information about elements of the early learning and development and how it can be supported at home. The board also includes leaflets available to identify local groups and resources available to parents of young children in the area. Each term the nursery offers parent workshops relevant to the EYFS and their children's learning and development. Parents are able to speak to their child's key person or the deputy manager at any time if they would like further information or advice about supporting learning at home. In some cases the setting's SENCo may be involved with the child's learning and development. Targeted learning plans may be put in place and these will be discussed at pre-arranged meetings.

Children are able to express their views through circle time/key person or time and through daily planned and child initiated activities. Observations are carried on a regular basis which then inform our planning and enable us to find out children's views. Parent / Child questionnaires are given out each term and these are collated and reviewed to help us with continuous improvement and future planning. Each term a discussion is held with the children about their interests and likes to inform our planning.

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 setting provides resources that are developmentally appropriate for the age groups. We ensure there are resources available that overlap with the age group below and above so that children who are developing more slowly or more quickly can access resources appropriate to their stage of learning and development. We use a provision mapping to help us to identify some of the resources and activities available to support children's needs.

Where children require access to resources that are significantly different to the resources available within their age band we make arrangements to share with the younger or older groups. Where children need resources that are not usually available in our setting we endeavour to access these through relevant services or by purchasing them. We liaise with parents and outside professionals to ensure resources are appropriate for the needs of the child.

All practitioners are encouraged to work with external professionals who visit children in the setting, some will have more experience of this than others but they are supported by the SENCO and key person. For some children it may be the case that they need specific times of the settings day they require additional support. As a setting we endeavour to make reasonable adjustments and provide additional support flexibly using supernumerary staff if this is appropriate.

In the setting we like to plan trips and outings, all children are included in these. Risk assessments are undertaken of the intended places of visit. Children's needs are considered and reasonable adjustments are made to ensure the places we visit are accessible and meet the needs of the children attending.

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

In the nursery, parents are encouraged to attend parents' evenings to discuss their child's learning and development which are mentioned in the teaching and learning section Parents can have short discussions with their key person at the beginning or the end of a session. The Key person (s) may discuss activities that have been planned and explain how they have done in them also they may give parents strategies to carry out at home.

Children are tracked against the Early years Foundation Stage to ensure the setting knows how well a child is doing.

The setting encourages parents to contribute to their child's home nursery book and parent workshops are delivered on a regular basis.

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

Before children start attending the setting we encourage parents to bring them for visits, though we appreciate this isn't always possible therefore we suggest a home visit will benefit them if they are coming to the nursery. Initially the settling in may begin with adult/s and child having a look around the setting. We then plan for the parents/carers to come to an induction session where the child can access the nursery while we discuss relevant details. Play sessions are then arranged for children to spend short periods of time in the setting. We have settling policy which is shared with parents when they visit. The manager will talk to parents about their child's preferences for settling in period to endeavour to meet their needs as best we can.

We have a transition policy which we follow when children are ready to move to a different setting or move to school in. This is available to parents within our setting. Additional factors are considered when supporting children with additional or special educational needs to ensure a smooth transition.

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

Practitioners in the setting are qualified/working towards level 3/4/5/6 and above. The supervisor has level 3/4 and the deputy manager is currently working to level 5/6. The manager has a degree (BaHons) in Early childhood Studies and Early Years Teacher status. We have regular programme of supervision and appraisals for all practitioners. We value

opportunities to support their future development and they are encouraged to seek and are provided with opportunities for this.

In our setting we have staff who have completed or are working towards the following training courses.

'I Can' Speech and Language Accreditation (Outstanding)

Hannan Speech and Language Programme

Abc and beyond

Cache Level 3 in Speech and Language

All qualified staff are Paediatric First Aid qualified

Hydrocephalus

Nurture Group (Theory and Practice)

Behaviour management

Health and Safety

Allergen training

Making sense of Special Educational needs

Step into Quality Award

Behaviour

Practitioners have access to books and resources in the setting to help further their development/knowledge and understanding of additional and special educational needs.

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

We have an open door policy and parents are able to drop into the setting at any time. They are also able to contact us by phone/email if they would like to check on their child or for a discussion.

If further information is required you can contact the Manager by telephone or an email to the setting.

All contact with practitioners can be carried out on a daily basis. However, if discussions are of a sensitive nature an appointment can be made with the setting manager. We will endeavour to address them as soon as possible.

As a setting we have a procedure for dealing with complaints. This is available to parents/carers on request. However we also have suggestion/compliment book on the parent/carer notice board which is readily available to parents/carers.

The daily home nursery book is a useful tool which is used to liaise with parents on a daily basis.

Parent/carer questionnaires are handed out toward the end of each full term and have half termly workshops which link in with children's learning