

**Stanhill Preschool**  
**Special Educational**  
**Needs Local Offer**

Reviewed 2019

# Our Setting

## What we provide

The setting is Registered for 40 children aged 2- rising 5's and until they are 11 in our before and after school facility, term time only 07.30-18.00 Monday to Friday. We support all children and their families regardless of their abilities and needs. We offer a range of support for children with additional needs, children with speech and language delay and children with English as an additional language.

The preschool is based in Stanhill in a semi rural area of Oswaldtwistle, there a number of high achieving school close by, and easy access to the motorway and bus routes.

## Staff

We have 7 members of staff, all of which have been actively involved in the setting for many years. All of which share our expectations and shared vision for the setting. Most staff are trained to BA Hons or NVQ3 in Early Learning and Development and qualified in Paediatric First Aid.

## Staff Training

We have 2 members of staff who have specialised in Special Educational Needs. Our Manager has overall responsibility for the setting, we also have a Deputy and 2 Child Protection Officers.

## The Setting

The setting is a single story building within a church and is accessible to wheelchairs and those with limited mobility. The setting is open plan airy and bright. We have access to:

- Kitchen
- Toilets including a disabled access toilet
- Office
- Reception area
- A large main room
- Smaller inner room
- Outdoor play area
- Car park

The outdoor area is fenced in to ensure the safety of the children at all times, it is easily accessed via a small ramp from the main room. The children have access to an area which is tarmac and also a grassed area.

## **ROOMS**

All our rooms are welcoming and display children's individual work. Children have access to varied equipment and children are encouraged to seek out their own resources to establish their own needs. Furniture is child friendly and can be moved around the room to create new environments in line with children's particular interests.

# **Early Intervention And Identification**

## **What the setting provides**

Before a child starts at the setting parents/carers are requested to fill out a detailed registration form, and discussions with parents allow staff to have a clear picture of the child before they start to gather information about any strengths or weaknesses their child may have. Children's progress is closely monitored within the setting. We have individual learning journeys which are done via Tapestry on online facility, observations, photos are annotated and parents are encouraged to add to their child's journey. A baseline check is completed when a child starts at the setting, this is generally completed within the first 2-3 weeks, and practitioners take into account information shared with parents and their own judgements regarding the child's development. This information is shared with parents and where it appears there is a delay discussions will be made to how we intend to support the child and where necessary decide whether external agencies need to be involved.

Children are allocated a key person once they start at the setting, this is to identify who the child shows an attachment to, we also use a buddy key person so the child has another adult to look to if their key person is absent. A key person is responsible for children's learning and is the first person you contact to share information regarding your child. We operate an open door policy and where possible will always endeavour to speak to parents as when needed however appointments can be made to speak confidentially. At 2-3 years age a child will undertake a progress check, to identify any strengths and weaknesses as well as concerns this is shared with parents and options and appropriate next steps are discussed and decisions are made all together.

Our 'Special Educational Needs Policy' provides the context for supporting all children. We use 'Provision Maps' to identify ways in which we can support all children in the setting. This is done in waves depending on the child's needs.

We have a designated SENCO lead who supports and guides practitioners in how best to support the children and liaise with families and external agencies.

### **Teaching and Learning Provision and Resources**

Children are provided with an abundance of resources and equipment, which are age appropriate and safe. Resources are used to differentiate children's abilities and needs. Children will be provided with activities and resources in line with their development and learning needs.

We take children on a variety of trips within the local environment; all children will take part in these adventures according to their abilities and additional needs. Risk assessments will be used as a means of identifying any risk to children at all times.

### **Reviews**

We aim to work closely with parents/carers and wider community including other professionals at all times. All prospective parents are given a warm welcoming and invited to share as much information regarding their child as possible.

We have robust policies in place which are available to parents on request or available via our website. Policies are reviewed yearly or where necessary in line with requirements made within EYFS.

The documentation we gather on the children is used to gather any information which identifies children who we feel may have additional needs. They are then used to sign post to other relevant professionals. This may result in a CAF being created to offer further support and guidance for all the family involved.

Parents/carers are encouraged to become part of our 'family' and feel they are valued at all times. We believe this will promote parents to share and actively take an interest in their child's education and development journey. This will include providing information via 'Tapestry' learning journal, of course we are aware this may not be possible for some parents, and where necessary we will provide a paper copy of the journal and share with it the family within the setting to ensure they feel involved in their child's journey.

We provide a prospectus for parents/carers which provides important information regarding the day to running and overall information about the setting.

## **Transitions**

We provide a variety of ways to provide parents/carers with information, including written, online, displays and verbal to meet everyone's needs. We provide a key person once the child has started to allow for the child to settle and build trusting relationships with all practitioners. The child's key person will support the family throughout their time at the setting. Parents are invited to look around the setting; this enables us to share information with the family and also allows the family to see the setting in action. We have high expectations for all children and request the same from parents this can only be achieved with two way communications. Children will receive individual planning and attention from enthusiastic practitioners. Parents will be kept informed of any concerns at the earliest opportunity and where necessary external agencies will be requested for further guidance and support.

Parents/carers can contact the setting at any time via email, telephone or walk in to ensure they feel they are comfortable and valued regardless of any situation.

## **Staff Training**

Most staff are trained to Level three and above. The manager has a level 6 and holds relevant and robust training to meet the needs of the setting. Staff attend staff meetings, appraisals and supervisions, to help identify any areas of development and discussions around training needs.

### **Staff have the following training in place:**

Behaviour Support  
CYGNET  
ASD awareness

## **Complaints**

We have a procedure which deals with complaints. Parents will receive copies of our complaints procedure within our policies which can be found on our website

<https://www.stanhillpreschooloswaldtwistle.co.uk/>