

This page is part of the Local Offer for Halton. Under the children and families Act 2014, Local Authorities are required to publish, and keep under review, information about services that they expect to be available for children and young people with disabilities and special educational needs aged 0-25. This is called the Local Offer. The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for professionals in understanding the range of services and provision in the local area.

EARLY YEARS - the answers below are suggestions only. Please amend as appropriate so that it suits your setting / range of activities undertaken

General Setting Details:			
Setting Name:	Birchfield Nursery School		
Website address:	www.birchfieldnursery.co.uk		
Type of setting(this includes nurseries / childminders):	Maintained nursery school.		
Description of services offered times / venue etc Extended settings provision available; before and after school, holidays etc	Five days of 3 hour sessions either morning or afternoon. 8.30am-11.30am or 12.30pm - 3.30pm. Good links with local childminders.		
Number on roll:	130 at present , 82 in Sept 2014		
% of children in the setting with SEND at 1 September 2014:	2.4% (Unknown with new children until they start in Sept)		
Date of last Ofsted:	6 th /7 th November 2013		
Any awards that the setting holds:	HHEYS (Halton Healthy Early Years Status)		
Accessibility information about the setting:	Building is all on one level providing good access for wheelchairs and disabilities. Parking space on site for disability. Disabled adult toilet, 2 x children's disabled toilets being out in August 2014.		
Documentation available:	Are the following documents available either on the setting website if appropriate or on request?	SEN policy	Yes
		Safeguarding Policy	Yes
		Behaviour Policy	Yes
		Equality & Diversity	Yes
		Complaints /compliments Procedure	Yes
Range of Provision and inclusion information:			
How we identify special educational learning needs within the setting and how we involve children and their parents in planning to meet them.	<ul style="list-style-type: none"> When pupils have identified SEND before they start here, we work with the people who already know them and use the information they already have available to identify what their SEN will be in our school setting. We organise a transition meeting with you and other professionals who know your child well to share information and devise a plan of action to ensure a smooth transition for your child. Extra visits to the nursery for you and your child can be arranged so you can look around 		

	<p>the setting and meet the staff.</p> <ul style="list-style-type: none"> • We offer a home visit to children prior to starting nursery. A home visit is the starting point for assessment, providing an opportunity for staff to gather valuable information, seeing the child in their own familiar environment, observing how the child responds to other adults, giving an initial insight into the child's level of development, behaviour and language skills. Outside agencies already involved with the family are also noted. • If you tell us you think your child has SEN we will discuss this with you and investigate. We will observe your child and share with you what we find out and agree next steps with you as to how we can all help your child. • We will continue to assess your child's needs and plan where and how support will be placed to ensure progress is made. Evidence is recorded through written observations, photographs and discussions with parents/carers and other staff. • We are child and family centred so you will be involved in all decision making about your child's support. • When we assess SEN we discuss if our understanding and behaviour are the same at school and at home; you know your child best so we take this into account and work with you so that we are all helping your child in the same way. • We will discuss with you how we can best support your child and write individual plans with parents/carers. • Progress is reviewed in discussion with parent/key person/senco. Child's individual targets are reviewed and new ones set. • Enhanced Provision: if progress continues to be a cause for concern after this intervention then an application may be made to the LA requesting funding for additional support to meet the needs of the child. Progress is monitored via individual action plan. • In preparation for starting school, for children with an exceptional level of need, an application is made requesting consideration at the LA transition panel. Based on all the evidence collated by nursery from parents, staff and outside agencies the panel decides on an appropriate level of support required for when the child starts school, e.g enhanced provision to continue or Education Health Care Plan
<p>What extra support we bring in to help us meet SEN: specialist services, external expertise & how we work together.</p>	<ul style="list-style-type: none"> • We use the expertise of staff based in local children's centres where possible, Health team, Family support and Speech and Language. We signpost parents to local children's centres to access various activities and support groups, use of sensory and soft playrooms, adult/family learning and holiday activities. • We have support from specialist teachers and support staff for accessing the curriculum and additional input for specific needs e.g. speech, language and communication, visual and hearing impairment, behaviour related difficulties, autism spectrum conditions, moderate / severe learning difficulties. • We get support from local authority services and local special schools who provide outreach. • We get support from occupational therapy and physiotherapy for pupils who require this input and specific resources. • We get support from specialist and professional agencies to

	<p>train our staff; advise on strategies and programmes and we will make referrals for assessment if we believe they need a period of therapy.</p>
<p>How we provide access to a supportive environment; ICT facilities / equipment/resources/facilities etc.</p>	<ul style="list-style-type: none"> • Visual supports and prompts • Resources easily accessible at child's level, clearly labelled and organised. • Specialist equipment to support the curriculum when required • Access to ICT resources such as large size touch screen, I Pad's, Listening centres and computers.
<p>What strategies / programmes /resources are available to support speech & language and communication, including social skills?</p>	<ul style="list-style-type: none"> • Qualified and experienced teachers and teaching assistants • Communication Friendly spaces around nursery • Advice/intervention from speech and language therapist when needed • Delivery of personal speech and language programme • Support from SENCO/specialist TA for small group or individual and for key carer to implement within group • Range of language resources and programme materials • Introducing simple Makaton in school from September 2014
<p>Strategies to support the development of the prime areas of learning</p>	<ul style="list-style-type: none"> • Allocated key person to support personal, social and emotional needs for all children and to provide a key link with parents • Small group support for learning activities • Consistent routine and structure during nursery sessions • Regular assessment and tracking of children termly to make sure progress is being made by Head Teacher and Senior leaders. • Advice and support from Educational Psychologist for children that need additional strategies • Close relationships with parents and carers to ensure children settle into school and enjoy their nursery experience. • Focus on children as learners, regular reports and observations shared with parents/carers. • Home visits for younger children and children with SEN before starting nursery
<p>How we adapt the curriculum and modify teaching approaches to meet SEN and facilitate access.</p>	<ul style="list-style-type: none"> • Personalised and differentiated curriculum following children's interests • Small group support in class from teaching assistant or teacher • 1:1 support in the classroom from a teaching assistant to facilitate access through support or modified resources • Specialist equipment (when required) • Individual plans • Time spent in a group more appropriate to the needs of the child • Strategies put into place as provided by professionals / specialist services / outreach
<p>How we assess children's progress towards the outcomes that we have targeted for children (including how we involve children and their parents / carers). What we do when provision or interventions need to be extended</p>	<ul style="list-style-type: none"> • Regular observations with 2 simple app reflecting characteristics of learning and individual learning stories • Ongoing discussions with parents/staff available to offer support/advice to parents • Individual education plan targets and reviews • Individual behaviour management plans • CAF • External professionals undertaking assessment

or increased.	<ul style="list-style-type: none"> • Regular review of targets with child / parents
Strategies / support to develop independent learning	<ul style="list-style-type: none"> • Visual supports and prompts • Resources easily accessible at child's level
Support / supervision at key times during the day including personal care arrangements	<ul style="list-style-type: none"> • Strong links with Key person throughout the session • Snack time with key person • Toileting support form key person and other staff
Strategies used to reduce anxiety, promote emotional wellbeing and develop self esteem including mentoring. Put in prime areas as above and give a few examples	<ul style="list-style-type: none"> • Key Person approach • Children spend approximately half the session with their key person • Structure and routine in place to support children • Meet and greet at the start and end of the session with key person • Group snack time • Clear and consistent boundaries around behaviour and expectations • Daily contact with parent/carers • Consultations or referrals made to educational psychologist when appropriate
What strategies can be put in place to support behaviour management?	<ul style="list-style-type: none"> • Key person identified • Positive and specific praise • Advice/support for parents • Individual behaviour management plans • Referrals to IWIST for parenting groups/programmes • Clear school rules and consistent boundaries • Senco/senior staff support • Referral to CDC specialist team for behaviour In some cases • Potential for family support through CAF & Children's Centres • Key person identified
How we support pupils in their transition into our setting and when they leave us.	<ul style="list-style-type: none"> • Senco at receiving school • Regular meetings with parents • Transition plans for individual children • Risk assessments completed • Work with parent partnership • visual prompts for children (e.g communication passports) • Programme of visits • Portage involvement for children starting in a new setting • Phased induction - individual programme
Access to strategies, resources, programmes, therapists to support occupational therapy / physiotherapy needs and medical needs.	<ul style="list-style-type: none"> • Intervention from physiotherapy / occupational therapy team • Risk assessments / Health Care Plans • Access to an Outreach Worker for advice & guidance • Assessment and individual programmes • Specialist resources • Delivery of planned intervention programme by appropriate member of setting staff. • Close liaison with medical staff where required • Staff training for managing particular medical needs
Extra support for parents and carers and children offered by the setting/how parents are involved in their child's education.	<ul style="list-style-type: none"> • Childrens' views are very important to us; each child has an identified key person who they meet with and know to go to if they require help • We have an open door policy and build strong relationships with parents • We hold regular coffee mornings with key persons/parents in the setting

	<ul style="list-style-type: none"> • The setting will signpost appropriate groups and organisations which are relevant for your families needs. • The setting works closely with the local authorities IWST team and will support families through a CAF. 		
SENCO name / contact	Lindsey Weedall		
Headteacher name / contact	Lindsey Weedall		
Completed by:	Lindsey Weedall	Date: 16 th July 2014	

EXAMPLE