



## **SEN and Disability**

## **Local Offer: Early Years Settings**

Name of Setting: **Westgate Pre School**

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 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:

<http://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities.aspx>

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.SENReforms@lancashire.gov.uk](mailto:IDSS.SENReforms@lancashire.gov.uk)

<b>Setting Name and Address</b>	<b>Westgate Pre School</b>		<b>Telephone Number</b>	<b>01524 832783</b>
	<b>St Martins Church</b>		<b>Website Address</b>	<a href="http://www.westgate-preschool.co.uk">www.westgate-preschool.co.uk</a>
<b>Braddon Close</b>				
<b>Westgate</b>				
<b>LA4 4UZ</b>				
<b>Does the settings specialise in meeting the needs of children with a particular type of SEN?</b>	<b>No</b>	<b>Yes</b>	<b>If yes, please give details:</b>  <b>The setting has supported children with a range of additional needs.</b>  <b>Communication difficulties, visually impaired, hearing impaired, delayed development, behaviour difficulties and ASD.</b>	
		<b>X</b>		
<b>What age range of pupils does the setting cater for?</b>	<b>From Two years – Four year olds</b>			

<b>Name and contact details of your setting SENCO</b>	<b>Kayleigh Davies - 01524 832783</b> <b>wunn1@hotmail.com</b>
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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).

<b>Name of Person/Job Title</b>	<b>Wendy Nunn - Nursery manager</b>		
<b>Contact telephone number</b>	<b>01524 832783</b>	<b>Email</b>	<b>wunn1@hotmail.com</b>

## 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.

<b>Please give the URL for the direct link to your Local Offer</b>	<b><a href="http://www.westagte-preschool.co.uk">http://www.westagte-preschool.co.uk</a></b>		
<b>Name</b>	<b>Wendy Nunn</b>	<b>Date</b>	<b>24/08/2022</b>

Please return the completed form by email to:

**[IDSS.SENDReforms@lancashire.gov.uk](mailto:IDSS.SENDReforms@lancashire.gov.uk)**

## The Setting

Westgate Pre School is a private full day care setting. It is situated on ground level in St Martin's church on Westgate. The nursery serves the local and surrounding areas and is accessible to all children. There is a car park situated to the side of the building and the setting is on a main Morecambe-Lancaster bus route (6A). The children have access to a secure, enclosed outdoor play area.

### What the setting provides

The setting is open term time only 9.30am - 3.30pm Monday Tuesday Wednesday and Friday. We have various flexible sessions available, to meet children and family's needs. We also offer 2-hour taster sessions for two-year olds. Places are available for children from age 2 to 4 years and the nursery provides Early Education Funding for qualifying two-year olds and three- and four-year olds, this includes extended 15 hour (30 hour) funding for qualifying 3 and 4 year olds.

The nursery currently employs 6 Early Years Educators; who all hold appropriate Early Years qualifications.

The nursery manager is also the registered provider and has overall responsibility for the setting.

Wendy Nunn is the settings Equality Needs Champion ENCO

Kayleigh Davies is the settings Special Educational Needs and Disability Co-ordinator (SENDCO) and Wellcomm Champion and communication lead.

In addition, the setting also has practitioners with additional responsibilities; these include two Designated Lead Practitioners for Safeguarding and Child Protection.

## Accessibility and Inclusion

### The Building

Westgate Pre-School is a pack away nursery and operates in a modern church hall.

The building is wheelchair accessible from all entrances / exits. There is one accessible parking space in the car park at the side of the building.

The setting has separate toilets for staff and appropriate toilets and changing facilities for children.

There are parent information boards and literature in the entrance area which contain relevant information about the setting and information received from Ofsted, Local Authority and other relevant agencies. A weekly information board is on display in the foyer to inform parents about

- Nursery events and EYFS experiences
- Some policies / procedures.
- Community Events

All nursery policies and procedures are available in a folder on the nursery welcome table. Should parents require copies in any additional language or alternative formats (e.g. large print, Braille, audio copies) we will accommodate on an individual needs basis.

## The Rooms

All the lighting in the building is strip lighting. The Main Hall is a very spacious area with a high ceiling and breeze block walls. The floor is wood parquet and has under floor heating. Rugs, mats and cosy dens are used in individual areas to make play and relaxation comfortable. Posters are mounted at child height throughout the areas. The furniture consists of toddler sized tables and chairs.

Toys and resources are displayed and stored in child height storage units which the children can access freely throughout the day. Appropriate use of labels with photographs are displayed. Tough spots are used in small world / construction and malleable areas to bring these to floor level. The sand and water trays are at toddler friendly height. All creative and workshop areas are 360 degree accessible and are situated on washable mats so children can create on the floor if they wish. As the setting is completely pack away, there are no permanent fixtures. Hence the layout is completely flexible and can be adapted to individual's needs easily.

The Small Room has wheelchair access and is used for small group activities, circle time, heuristic play sessions and speech and language activities and assessments. This room is carpeted with cream walls and display boards. All posters are displayed at child height.

The Outdoors can be accessed through the door in the kitchen, which has a small step down, or from the outside through the gates if necessary. There is a large outdoor area with two main play areas which are conjoined with a concrete pathway and partially partitioned with wooden fencing. One area has soft play flooring, it has one large storage shed containing all the outdoors continuous provision and enhanced resources and two smaller storage containers with additional resources. Quiet/ book den areas are created using large soft cushions suitable for outdoor use, blankets and materials. The area also houses an investigation station at child height, large blackboards, tough spots containing natural materials e.g. slate, gravel, for small world play and large construction materials such as planks, crates, tyres, guttering etc. A variety of mark making materials are available. The second area is a grassed area which has a growing and digging area, it contains natural resources, garden utensils, pots and natural world literature and books. There is a bark area with a fairy garden. There are tyres and containers located in the growing area with a water butt for watering the plants, herbs fruit and vegetables planted and looked after by the children

Wooden logs are used to create seating areas for snacks and stories. These are also used by the children during play to practice balancing.

## Identification and Early Intervention

### What the setting provides

The induction process is offered on an individual basis and is complimented with a flexible effective settling in procedure

Home visits can be arranged if parent/carer wishes.

During this induction and settling in process, the allocated key person will discuss each individual child and family's needs. They will help complete an 'All About Me' document which will form the basis of the individual child's development plan and next steps. Any additional needs arising from this will be discussed with parents/ carers and specialist advice and guidance may be sought if required.

All practitioners have excellent knowledge of the EYFS and child development and are therefore able to identify any additional support children may need if not identified at the child's time of entry to nursery.

A constant cycle of:

- observing children
- planning activities to promote development
- assessing progress

This is ongoing, by each key person, throughout all the areas in nursery. These will be used to identify any additional needs. Each child has an individual digital Learning Journey - a unique document showing each child's progress and achievements. (Capture for families App)

As well as these daily observations, Westgate Pre School also uses a variety of tools to ensure we are up to date with each child's progress and development by :-

- Updates and Information given to us from parents/ carers
- A key person will complete a 2 year check in partnership with parents. This is a Welfare requirement of the EYFS. The child's next steps will be discussed and agreed upon and a Targeted Learning Plan may be developed with specific aims to aid the child's progress if needed. At this meeting there also may be discussion with parents about involving other agencies such as Speech and Language with their permission.
- Wellbeing and involvement checks. Each key person completes a weekly wellbeing and involvement assessment using the Leavers Wellbeing and Involvement Scales. Continued low scores or a sudden drop in score will be discussed with parent/carers and next steps discussed in enabling the child to have a higher general wellbeing and become more involved in activities.
- Wellcomm Screening. A Speech and Language screening tool completed on a regular basis. Results will be discussed with parents and permission may be sought to complete a referral form and dates given to attend a Speech and Language assessment drop in locally.
- Early support materials
- Reference library
- Relevant outside agencies
- Working closely with the Local Authority

We may also seek to obtain advice and guidance from our Local Authority Inclusion Teacher. This would be discussed, and permission required from parents/ carers and a Request for Involvement of Specialist Teacher (RFI) form will be filled in.

Early identification of Special Educational Needs is paramount. The setting adheres to the Special Educational needs and Disability Code of Practice: 0 to 25 years, a statutory guidance which came into force on 1<sup>st</sup> Sept 2014.

The Following Link is for a copy of this full document to download.

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

This next link is a condensed guide to the Code of Practice with information directed at parents and carers

<https://www.gov.uk/government/publications/send-guide-for-parents-and-carers>

The following link is a guide that specifically relates to services in The Early Years Sector

<https://www.gov.uk/government/publications/send-guide-for-early-years-settings>

If differentiated support within everyday EYFS practice has been put into practice and assessed, and a child still has significantly greater difficulty in learning than their peers, suitable educational provision will be made through the graduated approach. This is characterised by a continuous cycle of assess, plan, do, review



**Assess** The child's key person will have observed and assessed the child's progress as part of everyday practice. Concerns are raised with the SENCO.

**Plan** If it is decided the child needs additional SEN support, the parents are notified and invited to input their views and wishes. These are incorporated into the interventions planned through an SEN targeted learning plan. This will include agreed targets, desirable outcomes, relevant interventions and support and the monitoring/ review process. This plan will be shared with all who work with the child.

**Do** The key person, SENCO and other staff will implement these interventions and parents will be given guidance on how to implement things at home.

**Review** These will be regular and pre-planned and will help monitor and assess the effectiveness in the support given and the progress the child has made. The plan will then be adjusted, all with parental involvement and other agencies if required to set new outcomes.

The graduated approach will be led and coordinated by the settings SENCO

### What the setting provides

Westgate Pre- School works within the EYFS - Early Years Foundation Stage. This is a document which provides a framework which supports all professionals working within Early Years (Birth to age five). It exists to ensure your child's early years experiences are happy, active, exciting, fun and secure; and that they support their development, care and learning needs.

At Westgate Pre School we believe that young children develop and learn best through play and quality first hand experiences. We have a team of committed and supportive adults whose focus on teaching and development is routed in play.

With children aged 2-3, a focus is maintained on observing, planning and providing activities/ experiences and assessing outcomes within the three Prime Areas. These are

- Personal, Social and Emotional development
- Communication and Language development
- Physical development

With children aged 3-4 the three prime areas remain a focus, but the children are additionally supported in the four specific areas

- Literacy
- Mathematics
- Understanding the world
- Expressive Arts and design

The following link is to A Parents Guide to the EYFS which gives a good overview of the subject

[http://www.foundationyears.org.uk/files/2014/08/EYFS\\_Parents\\_Guide-amended.pdf](http://www.foundationyears.org.uk/files/2014/08/EYFS_Parents_Guide-amended.pdf)

The Early Years Outcomes provides a guide to whether a child is showing typical development for their age, may be at risk of delay or is ahead for their age.

[http://www.foundationyears.org.uk/wp-content/uploads/2012/03/Early\\_Years\\_Outcomes.pdf](http://www.foundationyears.org.uk/wp-content/uploads/2012/03/Early_Years_Outcomes.pdf)

The setting uses a key person ethos who, for each child in their care, has a special responsibility to ensure the child feels safe, secure and acknowledged during their time away from home. A key person also is responsible for assessing any observations (done by themselves or other members of staff) and using these to plan next steps and experiences for the child. The key person is also responsible for liaising with parents and providing ideas for ways they can help their child develop at home.

All activities/ experiences planned are differentiated to suit the needs of all children across the developmental ranges. The wide range of resources available ensure this differentiation is possible. For some children a greater level of differentiation is required because they have additional or special educational needs, our practitioners work closely with the SENCO and other outside professionals to ensure all children are able to access the setting in a way that is appropriate to their needs.

The setting holds regular Stay and Play sessions where parents/ carers can come and experience the learning environment first hand. These usually have a focus such as Physical development, Communication, sensory play etc. The setting also runs parent workshops providing information on the EYFS and Communication and Language. The setting also promotes the use of neighbourhood centres, Lancashire healthy young people and families service and bay medical group for parents/ carers to access further groups and experiences for their child and themselves. The children are invited in to share their digital learning journeys and observations from home at various intervals during their time at nursery



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## Teaching and Learning Part 2 - Provision & Resources

**What the setting provides**

The setting is very well resourced across all the age/development ranges. The setting has excellent continuous provision and these resources are readily available for the children to use independently as they wish. Enhancement resources are added to enable a greater learning experience when required. Where children require access to resources that are significantly different to those in our setting we will endeavour to obtain these from loan facilities, specialist support banks or purchase them where reasonably practicable using AEN budget. Access Action Plans and individual plans are used to ensure that our facilities and resources match the needs of the current families using our service, thus supporting children in the setting who may have additional needs. The setting has a strong staff ratio which enables children to access additional support if needed.

The setting has a wide range of experience in working with professionals from other fields including Specialist Inclusion teacher, Speech and Language professionals, Portage, Early Years Sensory support team, Physiotherapists, Occupational therapists, Health visitors, Social workers and Family support workers. Time is allocated for these to liaise with the SENCO and the child's key person on any visits.

Any planned trips outside the setting are thoroughly risk assessed and all children's needs are taken into consideration. We endeavour to make reasonable adjustments to any planned trip to ensure it is accessible and meets the needs of all our children.

## Reviews

### What the setting provides

The setting has an effective settling in procedure which works with parents/carers and children's needs to ensure a smooth transition into nursery. A two way flow of communication is established during this time and the child's settling in progress conveyed daily to parent/ carer.

The setting has an open door policy and parents/carers are informed and reminded at regular intervals that they are always welcome to drop in and discuss their child's progress. At the beginning and end of each session, the key person is available to give/ receive verbal feedback regarding each child and share observations and Moments of Magic.

Regular Stay and Play sessions are arranged where parents are invited to come and experience their child's learning environment. These usually have a theme for example:- Focus on Communication or Focus on the Benefits of Outdoor Play etc.

The key person meets with the parent/ carer for a Parent Consultation meeting on a regular basis. The child's Well being, Involvement and achievements and progress are discussed and together next steps and home learning are agreed and planned. Time is allowed for the parent/ carer to ask questions or discuss any issues they may have.

Between the ages of 2-3, the statutory Two-year Progress Check will be prepared by the child's key person. This will be discussed and completed in a meeting with the parent/ carer. The child's next steps will be discussed and agreed upon and a Targeted Learning Plan may be developed with specific aims to aid the child's progress if needed. At this meeting there also may be discussion with parents about involving other agencies such as Speech and Language with their permission.

For those children with Targeted Learning Plan's more formal SEN reviews are held to discuss and share the child's progress and new targets if needed.

The setting can host TAF (Team Around the Family) meetings to discuss child's progress with parent/ carer and other professionals involved.

Transition meetings are held with parents at the end of the summer term to discuss and sign the transition document that the setting would like to send to the child's allocated primary school. The transition documents may be sent electronically with parents' permission to the child's primary school. The transition document will be published on Capture for parents to access.

## Transitions

### What the setting provides

The setting has an effective settling in procedure which works with parents/carers and children's needs to ensure a smooth transition into nursery.

The setting provides and completes a travelling learning journey (capture) for those children who are in other childcare provision as well as ourselves.

The setting will provide a transition document for the parent to take to another setting if they decide to leave.

The key person completes a transition document during the final term before the child leaves for school. This is shared with the parent at the transition meeting and is sent to school with parent's permission and shared via capture.

The setting hosts a formal Transition to School meeting if a child has additional needs. Parents/ carers, teachers, school SENCO and any other professional involved with the child are invited to share information to make the child's transition into school a smooth one.

The setting also sets up visits from the teachers or support staff from the children's chosen primary school and parents are notified when they will be visiting nursery. Time is also allowed for teacher to chat to the child's key person during the visit.

## Staff Training

### What the setting provides

All practitioners are qualified at level 2 or above. The manager is qualified at level 5. We have a regular programme of peer observation, supervision and appraisal for all practitioners students and volunteers.

The setting has regular staff development and a varied programme for training to support their role.

Regular moderation sessions take place to ensure that the staff understand child development and all staff are assessing at the same level.

Within our setting all practitioners have an excellent Continuous Professional Development Programme in place.

As a setting we also seek to support practitioners to further develop their knowledge and understanding of a range of additional and educational needs.

Practitioners and parents have access to a wide library of resources and books situated within nursery.

During Lockdown 2020 practitioners completed a wide range of excellent eLearning and online training.

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## Further Information

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**What the setting provides**  
For further information contact

- Wendy Nunn  
Westgate Pre-School  
St Martins Church  
Braddon Close  
Morecambe  
LA4 4UZ

Phone 01524 832783

Email: [Wunn1@hotmail.com](mailto:Wunn1@hotmail.com)

Parents are welcome to contact us at any time. We have an open door policy and can speak with a parent /carer at any point during the day. Parents/ carers are welcome to ring the setting at anytime to speak to someone or contact us on the above email address.

The setting has a Facebook page which has updates and reminders of upcoming events and holidays.  
<https://www.facebook.com/westgate.preschool.nursery?fref=ts>

Website going live November 2022

As a setting we are required to have a procedure for dealing with complaints. This is available within the nursery.

The following is a link to Lancashire Local Authority's Local Offer. This has lots more information regarding all SEND provision in Education, Health and Social Care and also links to a number of Parent Forums. There is also a tool where a preferred locality or postcode may be typed in and all the provision in that area will be shown on the map.

<http://new.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/about-lancashires-local-offer.aspx>