



SEN and Disability

Local Offer: Early Years Settings

Name of Setting: **Bare Necessities Preschool
Playgroup**

Setting Name and Address	Bare Necessities Preschool Playgroup		Telephone Number	01524 415975
			Website Address	www.barenecessities.org.uk
Does the settings specialise in meeting the needs of children with a particular type of SEN?	No	Yes	If yes, please give details:	
	No			
What age range of pupils does the setting cater for?	2 yrs old to 5 yrs old			
Name and contact details of your setting SENCO	Sarah Hennessy 01524 415975			

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	Sarah Hennessy Assistant Manager/SENCO		
Contact telephone number	01524 415975	Email	barebare necessities@gmail.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.

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

Bare Necessities is a charity registered, non-profit making Preschool playgroup based in Bare, Morecambe. The Preschool is run by a committee which consists of parents and staff. The Preschool is registered for a maximum of 30 children and offers term time sessional care for children aged from 2 years old to 5 years old every week day. Bare Necessities is run by the manager Jill Allen. There are a further 4 Preschool Assistants who have key responsibilities. Sarah Hennessey is the assistant to the manager and SENCO, Sarah Hennessey is the Parent Involvement Coordinator, Veronica Hawcard is the Behaviour Management Coordinator and Kate Chester is the Equality & Diversity Coordinator. All staff have the relevant Early Years qualifications to level 3 and have keyworker duties for allocated children.

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

Our setting is situated on the first floor of Bare Methodist Church Hall. Access is via one flight of stairs that have highlight strips attached. The main entrance is accessed via a wheelchair ramp. There is ample street parking outside the building with no parking restrictions. Toilet facilities are clearly visible. Two play rooms lead off a long corridor. They are well glazed, offering lots of natural light. Curtains allow control of natural light as necessary. We have 2 main display boards one at the bottom of the stairs and a larger one at the top on entrance to the preschool. Policies can be found at the top of the stairs next to the display board. We are able to offer policies electronically if required. Our policies are reviewed & updated annually Children have individual trays and we are able to put more specific targeted information into these for parents to receive. We actively encourage parents and children to check trays on a

daily basis. We also have a regular newsletter for parents which is distributed to each child and displayed on the notice board.

Our preschool is organised into 2 main rooms and each have clearly marked areas of play and a variety of table top and floor activities. Activities on offer reflect the children's age and stage of development. Rooms are visually stimulating for children and activities are carefully set out to promote accessibility and inclusion for all children. Activities can be adapted to meet the individual needs of children. We have prompt cards for those children who have a hearing disability or who have English as a 2nd language.

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

When a child starts at Bare Necessities parents are asked to complete an 'All about me' induction pack. The information provided helps staff get to know the child and establish the child's preferences, Staff will also ask to see your child's red book this is to see the consent to share document, which helps the setting to liaise with other professionals.

'routines and abilities in order to provide a smooth transition into preschool. Once the child is settled in staff carry out a 2-3 year old baseline assessment check which can further identify the child's level of progress and ability and can help staff to provide the most developmentally appropriate play equipment and activities to further enhance their learning.

Children's development is observed and tracked using learning journeys that follow the Early Years Foundation Stage curriculum. If staff felt there was a concern with a child's progress then parents would be contacted to discuss the concern. Bare Necessities works closely with the Inclusion team and has built a good working relationship with them. Through regular observation and assessment staff are able to pick up any additional needs which may arise. Parents will be involved and information given. A request for guidance form will be sent to the inclusion team who will set up a meeting with staff and parents after an observation session.

Bare Necessities have excellent links with the local children's centres and can access up to date, relevant information and guidance easily. They offer training sessions and support on an ongoing basis and regularly visit the setting. Staff are trained in Wellcomm which is a speech and language check for children to identify any concerns. An intervention pack can be used if it has been identified that a child could benefit from intervention.

Our SEN policy outlines what parents can do if they have a concern about their child. Our SENCO- Sarah Hennessy would be the contact and we would offer a confidential meeting with parents to discuss their concerns in the first instance. Decisions about a child would be made jointly with staff, parents and external professionals. Parents are involved in the process fully and advice is sought from the relevant experts to determine the best support for the child. Bare Necessities has a SEN budget which can allow us to purchase any resources specifically for a child. This would have to be agreed with the committee before purchases could be made.

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

At Bare Necessities our overall aim is to help each child achieve at their own ability and be confident and independent. This is promoted by our use of the EYFS curriculum which has been set up to track and plan for children's development. Keyworkers are responsible for monitoring and supporting children's progress, ensuring targeted learning opportunities are available to help in the progression of their development. Bare Necessities preschool promotes inclusion where every child matters. If additional needs are identified they will be addressed by our SENCO with support from the keyworker and manager who will work closely with the Inclusion team and the child's parents. Parents will have the opportunity for regular meetings in preschool with the SENCO and other relevant professionals to discuss suitable provision for their child. It will all be strictly confidential. Keyworkers are assigned children as they start at the preschool. They have initial responsibility for completing the child's learning journey and plotting progress within the EYFS guidelines. Parents have free access to their child's learning journey and are encouraged to share their child's achievements with the keyworker in order to get a more all-round understanding of the child's abilities. Parents are also encouraged to get involved with preschool and our Parent Involvement Coordinator provides stimulating story sacks and activities to use as a home link.

Children's views and opinions are important to us and we plan with this in mind, we ask them what their preferences of activity are. We use open questioning with children to encourage expressive language and opinions. Children often talk during play about things they are interested in and we try where possible to include these activities on our plans to enhance their learning. Plans are displayed on a notice board in the main play room. We have a circle time each day which gives children the opportunity to express themselves and talk to the other children. Children are actively encouraged to listen to one another speak and respect and value each other's opinions.

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

Bare Necessities has a good set of resources for all children. Careful consideration goes into setting out activities to allow all children easy access to them. We use height appropriate tables and floor activities so that children can freely choose activities. We have an SEN budget that we are able to use to purchase any specialist equipment and resources. It could also cover extra staffing costs if necessary. Guidance on equipment needed would be given by the inclusion team and discussed with the SENCO, keyworker and parents and then agreed by the preschool committee. All children are included in trips and the necessary resources/staff are taken along to facilitate the individual needs of the child, including permissions from parents. All trips are fully risk assessed and consideration is given to children as individuals.

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

Bare Necessities work closely with parents and encourage good relationships, staff are flexible and approachable. Regular progress updates are given and a diary system is in place which can be sent home daily with any updates, wow moments and progress. Parents are encouraged to fill in the diary with any news or information they need to tell staff about who do not drop off or pick up their children. Staff are up to date with CAF and TAF training which are used for much more formal meetings. The committee allows all parent who wish to join, to become more involved in the setting. The children's learning journeys are available for the parents to view at any time. We send out newsletters regularly keeping parents up to date with forthcoming events and invite them to give any ideas they feel can help with playgroup. We have started to introduce supervision meetings with Jill Allen (Manager) to discuss the progress of the children's learning journey.

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

As mentioned earlier Bare Necessities provides an induction pack so that staff can learn about each individual child. When a child is settling in with us we like to provide flexibility and liaise with parents closely. When the children then move onto school a full transition form will be completed containing all the relevant information needed, we work closely with local schools, especially Great Wood School to achieve a good transition. This involves having settling in sessions, school visits both here and at the school, open communication between the settings and we do talks within pre-school about what to expect when they move on to school.

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

All staff are qualified in the following;-

- Early year's level 3 in childcare and development.
- Up to date first aid
- Safe guarding level 1, Jill Allen (Manager) Level 2
- CAF and LP awareness
- Basic food hygiene

Bare Necessities holds an award for Steps Into Quality and hopes to carry on with this to the next level. Staff regularly attend training courses and also cluster meetings held by Lancaster

City Council to keep fully updated. Staff hold regular planning meetings to develop ideas and enhance the setting. They also have yearly appraisals with our manager (Jill Allen) and the chair(s) of the committee.

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

For any further information please contact our SENCO Sarah Hennessy or our manager Jill Allen at Bare Necessities on 01524 414975 or via email at barebare necessities@gmail.com, emails are checked on a daily basis. All information is kept on site and confidential. If there is no answer on the phone number, please leave a message and a member of staff will call you back. We also have a website which is www.bare necessities.org.uk
Parents are able to have brief chats with the staff at drop off and pick up times; we also hold parent / staff meetings by appointment on a regular basis to keep parents up to date with their child's progress.