



SEN and Disability

Local Offer: Early Years Settings

Name of Setting:

Blue Bear Pre-School & Nursery

EY537084

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 supports 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:

www.bluebearpreschool.co.uk

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.SENDReforms@lancashire.gov.uk

When saving your local offer please use the following format:

LO-BLUE BEAR PRE-SCHOOL & NURSERY

Setting Name and Address	Blue Bear Pre-School & Nursery, Strike Lane, Freckleton, Preston, PR4 1HR	Telephone Number	01772 633390
		Website Address	www.bluebearpreschool.co.uk
Does the settings specialise in meeting the needs of children with a particular type of SEN?	No	Yes	If yes, please give details: As a setting we have supported children with a wide range of special educational needs including children on the Autistic spectrum, Muenke Syndrome, Spina Bifida, Down's Syndrome, Epilepsy, global developmental delay and various speech and language difficulties.
	X		
What age range of pupils does the	6 months – 5 years		

setting cater for?	
Name and contact details of your setting SENCO	Mrs Anne Chauhan – 01772 633390

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	Mrs Anne Chauhan, Manager/SENCO		
Contact telephone number	01772 633390	Email	bluebear@strikelane.lancs.sch.uk

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.bluebearpreschool.co.uk		
Name	Anne Chauhan	Date	October 2014 Last updated 24/9/2018

Please return the completed form by email to:

IDSS.SENDReforms@lancashire.gov.uk

The Setting

What the setting provides

Blue Bear Pre-School & Nursery is located in a fantastic rural area and caters for children from 6 months – 5 years, term time only. We cater for 8 @ 6 months – 2 years, 36 @ 2-5 years. We are a full day care setting operating from 7.45 – 5.30pm Monday to Friday.

The children aged 6 months – 2 years have their own room and large decked outdoor play space. The 2- 5 years have a large indoor area and extensive outdoor play area.

Blue Bear Pre-School & Nursery – employs 10 members of staff, 8 are qualified to level 3 and 2 members of staff are currently undertaking their L3 and an additional member of staff is currently undertaking her Foundation degree. All staff hold paediatric first aid.

The setting manager has Early Years Professional status and a degree in Early Years Childcare and Education. The setting manager is also the SENCO.

We have two Parental Involvement officers and a named member of staff responsible for supporting behaviour. In addition we have a named member of staff for speech and language support. The setting has two nominated officers for safeguarding and all staff have level one safeguarding training.

We operate a key person system which is highly effective in supporting individual children and their families.

We work in partnership with other professionals such as speech therapists and health visitors to support effective planning for every child.

Ongoing assessment in all areas of the EYFS enables us to plan effectively for each child. In addition this may identify areas of additional support for an individual child. This will be discussed with parents in private and together plans will be made to provide ways to support and plan individual child's needs.

The setting SENCO will work in partnership with the family, key person and other professionals to provide support and advice.

Accessibility and Inclusion

What the setting provides

The Building

The setting is located in a purpose built, single storey environment. There are no internal steps. The building is wheelchair accessible from one entrance. There is one accessible parking space at the front of the school which is available to nursery parents. We will continue to make reasonable adjustments to avoid people who would find parking further away challenging being placed at any disadvantage. Pathways to the setting are safe and well signed.

We have one accessible toilet which is an adult facility but can be used by children if required. We also have changing facilities for all children as required. These are private and as such privacy and independence can be maintained.

We are able to store prams and car seats, however storage is limited.

All doors are wooden and with the exception of the toilet doors all have viewing panels at the top and bottom. All door handles, with the exception of the toilets, have high levels handles for security. The main internal door to the setting is accessed via a security code and therefore needs to be opened by a

member of staff.

There is parent information notice board in the foyer; this contains information about staff and setting information. We have notices and posters to keep parents informed on local events and services. All our policies are available electronically, some are on our website and paper copies are available on request. These can be in large print, additional languages and braille if required.

The Rooms

All rooms are lit by strip lighting along with large windows allowing lots of natural light in. All walls and ceilings are cream and the flooring is wooden laminate apart from the messy play area which has non slip vinyl flooring. We use rugs in some areas to reduce noise and also to provide comfy, cosy spaces for the children. The majority of furniture is free standing with the exception of sink units and kitchens. This enables us to move furniture around to accommodate specialist equipment such as standing and walking frames and wheelchairs.

The Explorer Room -0-2's

We have low level wooden chairs and tables. Some chairs have seatbelts to support younger children. We have high chairs as required. The floor has large rugs and a soft platform to make soft and comfortable play areas for the children. We have two cots and a cosy bed for the children requiring naps and the bedding is changed after each child has slept. All resources are suitable for this age group and include lots of sensory equipment and interactive toys. The children have access to a wide range of treasure baskets and open ended resources to promote and extend their play.

The Adventurers Room 2-5's

The furniture in this room is of varying sizes to accommodate the ages and stages of the children; in addition we have recently purchased some height adjustable equipment from Community Playthings. We have wooden and plastic tables and chairs and a range of child sized display units to accommodate resources. The toys are all labelled with pictures and words and when necessary we use additional language resources to support our families with English as an additional language and in braille if required. We have several continuous provision areas within the room and all areas are suitable for children within this age range due to regular enhancements being made. We have access to toys that are suitable to a wide range of developmental stages to accommodate each child that we cater for.

The Outdoors

Explorer Deck -(0-2's)

The Explorers outside area comprises a large wooden decked area with a low level half log roll fence which the children can see through. On the decked area we have a crawl in sand pit, a small role play house, ball pool, a bridge and tables and benches. A large range of sensory experiences such as compost, large construction sets, sit & ride toys and see saws are also available. A canopy makes this area suitable for our youngest children to use all year round.

The Adventure Area -(2-5's)

The adventure area comprises of various areas.

The sensory garden is fenced with wooden lollipop fencing and is accessed by a wooden gate. There is a textured path leading to this area which would accommodate a children's wheelchair. The area has a large wooden walk over bridge, a raised deck area which houses the mud kitchen. There is a large

Identification and Early Intervention

wooden music station and a wide range of sensory plants. We have raised play areas which would enable a child's wheelchair to be seated at the correct level to access play. The area has various types of surfacing including bark, gravel and textured pathways.

We have raised beds for growing fruit and vegetables and an area where the grass is longer and wild flowers grow to encourage wild life. The ground is uneven and has small hills.

We have an adventure area with a bug hunting site, stepping posts and a willow tunnel. This area also houses a shed which is used for storing outdoor equipment. There is a decked area to the front of the shed which is our construction area containing a range of natural construction materials as well as some large construction sets.

We have a large canopied sand pit, several sizes of tyres and a wooden play house. The paths are gravelled and the outside is predominantly uneven with hills and undulating surfaces.

What the setting provides

Blue Bear Pre-School & Nursery involves parents in their children's learning from the start of their time with us. We complete a base line assessment with parents and then continue to closely monitor children's progress within the setting.

Each child has a Learning Journey which includes observations, photographs and home links. We use Tapestry, an electronic Learning Journal which also has the added benefit of a care diary. This is currently only used for our youngest children but can be used for any child should the need arise. Each child also has a Development Matters log to show progress during their time with us. Parents are able to see their children's records at any time and the children are also able to share their "special files."

We hold parents evenings throughout the year and key persons are available to chat with parents as often as they like through our open door policy. Should a parent require a more formal time to discuss their child's progress an appointment for a mutually convenient time can be made.

As children transition from the baby room (Explores) we carry out their 2 year review which can be used to identify any areas which may cause concern. This information is shared with parents.

For children not transitioning from the Explorers room we carry out the 2 year old progress check within the child's second year, as required by the Early Years Foundation Stage (EYFS) 2012. This information is shared with parents/carers and will show the child's progress and development as well as highlight any concerns. Should this show any indication that a child may be experiencing difficulties within any areas of their development, the information is shared with parents/carers and next steps appropriate to each individual child are discussed. During all stages of intervention we will consult with parents and involve them in their child's progress and development.

- ❖ This may involve setting specific targets to support a child within the areas of learning identified. This would link to wave two as identified within the provision mapping of our setting. Regular reviews would be carried out to monitor progress and development.
- ❖ Some children may require a targeted learning plan with specific aims to support their development. Parents will be involved in devising these plans and any referrals that arise from this step will be with parents' consent. Some examples of this may be speech and language therapy or occupational therapy.
- ❖ Another step would be for the setting to seek external advice and support from the local authority inclusion teacher to help us meet the needs of a child. This is described as a "Request for Guidance" and can only be undertaken with parental consent.

Our Special Educational Needs policy provides the context for supporting children through these 'next steps' which is referred to as a graduated response. Our SEN policy is available in the setting or on our website.

In addition we use provision mapping to identify ways that we can support all of the children in our setting. Provision mapping identifies what we provide for all children (wave 1), for children requiring a little extra support in a specific area (wave 2) and children who require more specialised or intensive intervention (wave 3). Our provision mapping can be seen in our setting or on our website:-

www.bluebearpreschool.co.uk

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

Teaching and Learning Part 1 – Practitioners and Practice

What the setting provides

We follow the framework for the Early Years Foundation Stage (EYFS). The setting is resourced with equipment that is appropriate for the ages and stages of the children currently using the room. Activities are planned around the children's interests and predictable themes using Development Matters and the Statutory Guidance for the EYFS. The EYFS identifies three prime areas of learning and development and four specific areas of learning and development.

In the 0-2 age phase the prime areas of learning and development (Communication and Language, Physical and Personal, Social and Emotional Development) are the areas of focus.

In the 2-3 age phase the prime areas remain significant but there is an emergence on the specific areas of development and learning

In the 3-4 age phase 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.

Activities and provision are differentiated to suit the needs of all children in each age phase. Practitioners differentiate the activities that they develop and the provision that is on offer in their rooms to meet the needs of the children in their group. 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 differentiating 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 children have a key person. It is the role of the key person to liaise with the child's parents regarding their time in nursery. 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. Parent information boards display information about elements of early learning development and how this can be supported at home. There are also leaflets available that identify local groups and resources available to parents of young children in the area. Parents are able to speak to their child's key person or the manager at any time if they would like further information or advice about supporting learning at home.

Children are encouraged to express their views about their own learning through their learning journey. Children are able to access their learning journey and they are encouraged to share it with practitioners and each other. In addition to these informal opportunities to share the learning journey, the key person will sit down with the child and they look through the learning journey together. The key person talks to the child about the things they have done and can annotate the journey with the child's comment. In our setting children are able to use digital cameras and Ipads to take pictures of the things they have done in nursery, these can then be included in the child's learning journey.

Teaching and Learning Part 2 - Provision & Resources

What the setting provides

Each area is provided with resources that are developmentally appropriate for that age group. We ensure there are resources available that overlap with the age phase 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 our 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 phase we make arrangements to share resources with younger or older groups. Where children need resources that are not usually available in our setting we endeavour to access these from loan facilities, support services or by purchasing using funding such as AEN money. 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 all are supported by the SENCO. For some children it may be the case that at specific times of the nursery day they require additional support. As a setting we endeavour to make reasonable adjustments to provide this. We look to provide additional support flexibly using supernumerary staff if this is appropriate. We have visual timetables for supporting children with routines and changes to sessions as required.

In our setting, should we plan any trips and outings, all children are included in these. We undertake risk assessments of the places we intend to visit and consider the needs of the children who will be visiting. We make reasonable adjustments when planning trips and outings to ensure the places we visit are accessible and meet the needs of the children attending our setting.

Reviews

What the setting provides

Information is shared on a regular basis with parents. We are available on a daily basis to chat to parents about progress. Daily information is via the Tapestry Care Diary in the Explorers room (0-2). In addition (September 2015) we have introduced electronic learning journeys which enable us to have 2 way communications between the setting and parents.

Progress is monitored via the Development Matters documentation, Transition Checks and 2 year old checks as well as less formally using regular observations. The electronic learning journey also allows us to monitor many different aspects of a child's learning. This progress is shared with parents.

Should any child require a targeted learning plan, we work with parents to set these targets and copies of each plan are sent home. Parents are invited to review their child's targets each half term (6 weekly) and contribute to the setting of new targets.

Transitions

What the setting provides

Blue Bear Pre-School & Nursery has signed up to a local Transition Charter between local primary schools and nurseries.

As part of our transition process we invite the family to visit and view the setting where we aim to answer any questions that they may have. In addition this is an opportunity for the staff to get to know the family and ensure that we are able to make any reasonable adjustments ready for when the child starts. This may involve other professionals, alongside the parents, to support us in making any appropriate changes or to access training which would enable us to attend to any medical needs if required.

Prior to the child starting at Blue Bear Pre-School & Nursery we plan the transition sessions in line with our transition policy. These sessions are non-chargeable and are child and parent led. This means we work with parents to ensure that they are comfortable with leaving their child. During these sessions we will gather knowledge about the child and support the parents in preparing for their child starting nursery. In addition we offer a home visit for the manager and child's key person to get to know the family in their own home.

Within the setting we aim to make transitions as smooth as possible. Children spend time within each room on a regular basis so that when they are ready to transition they are already familiar with the staff and also the environment and children. In addition the child will spend time with their key person in the new room and will also experience the dinner time period within the school hall along with their key person. These steps help to ensure that the transition process is as smooth as possible.

When children are due to transition to a different setting/ school we work in partnership with the setting to support each child. We will have a transition meeting between family, nursery, any other relevant professionals and the new setting, this meeting will enable everyone to share important information and set transition targets to support the settling in process.

Staff Training

What the setting provides

All staff are qualified to level 3 with the manager holding a degree in Early Childhood Studies and Early Years Professional Status. We have regular staff appraisals and staff supervision sessions. These sessions inform our continuous professional development program for individual staff.

The SENCO has worked in a school for children with SEND (aged 2-19 years) for over 15 years. During this time experience was gained with children having a wide range of conditions. She worked alongside many different professionals such as speech and language therapists, occupational therapists and physiotherapists, along with educational psychologists and specialist teachers.

Whilst working at Blue Bear Pre-School & Nursery, the manager spent time working as part of the Inclusion Team visiting local settings to support staff with access planning, writing their SEN policy and environmental walkthroughs to ensure settings were able to accommodate children with SEND.

Within the setting we have staff who have completed the following training courses:-

Makaton stages 1 & 2

BSL Level 1

BSL Front Line Sign Language

Newfield Speech and Language training

Encouraging Language Development in the Early Years

I Can speech and language training.

Early Language Development Program training.

All staff are due to undertake Makaton training as part of our CPD program.

Including Children with Additional Needs In the Early Years

Sharing Concerns- Working Together with Parents

Portage Training

Encouraging Positive Behaviour In The Early Years

Early Years and the Disability Discrimination Act

Meeting the Needs of Children with Autism in the Foundation Stage

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We encourage all of our staff to develop their knowledge and understanding of a wide range of additional and special educational needs. We have a range of books available to support practitioners in developing their knowledge and these books are available for parents to borrow upon request.

When required, staff have undergone medical training to support individual children attending the setting.

Medical training around Epilepsy, Anaphylaxis, Diabetes & Catheterisation.

We have access to a range of on line training courses with The Pre-School Learning Alliance and we utilise the local authorities Children First Web site to access up to date information and training modules. In addition we work in partnership with our Early years inclusion teacher. We have also signed up to the local authorities support package.

Further Information

What the setting provides

Should any further information be required please do not hesitate to contact the setting on 01772 633390.

The Manager/SENCO – Anne Chauhan will be more than happy to discuss anything with you to help you in deciding if we are the right setting for you and your child.

We operate an open door policy and parents are welcome anytime.

We have home- nursery diaries which are a two way communication between home and nursery. In addition we aim to make time each day to speak to parents about their child. Should parents require more time we will endeavour to make an appointment at a mutually convenient time to discuss any concerns, share ideas, news and work together towards a solution.

Parents have a range of options to contact the setting. We have an e mail address, telephone numbers, and text messages to our mobile phone and also by use of our diaries.

Should you have any cause to complain, please follow our complaints procedure which is available within the setting or on our website.