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:

INSERT LINK HERE

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-SETTINGNAME

eg: LO-FLUFFYBUNNIES

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| --- | --- | --- | --- |
| **Setting Name and Address**  | Pingawings PreschoolTunley UR Church HallWrightingtonWN6 9RW | **Telephone****Number** | 07749570832 |
| **Website****Address** | www.pingawingspreschool.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:** |
|  |  |
| **What age range of pupils does the setting cater for?** | 2 years - 5 years |
| **Name and contact details of your setting SENCO** | **Nikki Hart**Pingawings Preschool, Tunley UR Church Hall, Wrightington, WN6 9RW07951834455 |

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).

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| **Name of Person/Job Title** | Nikki HartDeputy Manager - SENCO |
| **Contact telephone number** | 07951834455 | **Email** | pingawings@hotmail.co.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.

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| **Please give the URL for the direct link to your Local Offer**  | **www.pingawingspreschool.co.uk** |
| **Name** | **Nikki Hart** | Date | 09/10/2014 |

**Please return the completed form by email to:**

**IDSS.SENDReforms@lancashire.gov.uk**

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| **The Setting** |
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| **What the setting provides*** Pingawings is a non-profit making preschool situated in the rural village of Wrightington. The preschool is based in the old school room at Tunley UR Church. We are open from 8am till 4.15pm daily during term time and cater for children aged from two to their fifth birthday.
* The preschool has a manager who has over 25 years’ experience in childcare/education. She is supported by the deputy manager who has over 16 years’ experience in childcare and education, there is also 6 other members of staff. All staff have relevant qualifications.
* The manager is the person responsible for Safeguarding, health and safety and behaviour management within the setting. The deputy has the responsibility for Special Educational Needs and Disabilities (SENCO) and The Early year teacher has the responsibility for parental involvement coordinator (PICO)and the responsibilities of monitoring equal opportunities (ENCO)
* **Preschool SENCO : Mrs Nikki Hart: contact 07951834455 / pingawingspreschool@hotmail.co.uk**
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| **Accessibility and Inclusion**  |
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| **What the setting provides*** The preschool has excellent access, there are disabled parking areas within the large tarmacked car park which is situated well away from the main road. The access into the building has no steps or ramps. Within the building all areas are accessible to wheel chair users.
* The preschool is based in one main room with the use of a large hall for physical activities such as music and movement sessions.
* We have a large range of accessible and moveable furniture which can be easily re-structured to suit the needs of the children in the setting at any one time.
* There is a fully accessible toileting area.
* Where possible, the main notices are displayed in languages to reflect the families in the preschool and individual time can be given to support children and parents whose first language is not English and those who need additional help to access facilities in and outside the preschool.
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| **Identification and Early Intervention**  |
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| **What the setting provides*** Work with the children and families begins before the children start the preschool with parents/cares meeting.
* The preschool works with each child and their parents/carers individually and support each family’s needs such as the amount of time each child needs to settle into the setting. The support the child's parents/carers may need.
* While spending time with the child's family allows the parents/carers and staff to discuss any concerns or special requirements the child may have.
* Ongoing assessment and observations take place by each child's key person with support from the manager and SENCO to ensure children are developing in line with expectations and the Early Years Foundation Stage. Regular key person meetings are available with the child's parents/carers and termly assessments and reports take place.
* The preschool under take 2/3 year old progress checks which will help to identify early on if additional support is required in any area of the child's development.
* Parents/carers are encouraged to discuss any concerns they have about their child's progress at any time.
* Pingawings has strong links with other professionals and the preschools SENCO works closely with our Inclusion and disability support (IDSS) teacher who will offer advice and support for further referral or to access additional funding.
* Support is given from within the preschool based on the needs of the child following discussion with parents, IDSS, Health Visitors etc. individual or small group support for children, specialist support or 1:1 help in the setting.
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| **Teaching and Learning Part 1 – Practitioners and Practice** |
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| **What the setting provides*** Pingawings staff have a statutory duty to follow the Early Years Foundation Stage Framework (EYFS) which exists to support all professionals working with children from birth to age five. The EYFS exists to support us to ensure your child is happy, safe and is making progress in their learning and development. As well as welfare requirements, there are seven areas of learning and development which guide staff as they engage with and monitor children's progress and plan for their future learning needs.
* Children are supported by all staff in the preschool but particularly by their key person who has a responsibility to monitor each child in their key group to ensure they are developing and making progress across all areas of the EYFS.
* Your child's key person will observe children's activities, both child led and adult led, and make judgements as to their development in line with the statements and age bands within the EYFS. This begins with visits to the preschool before the child joins us and may also include home visits if required. These visits ensure we are ready to meet the needs of each individual child. On-going observations and assessments support future planning for the setting as a whole, for small groups and for individual children, building on children's interests and stages of development.
* Children with special educational needs already recognised will be provided for appropriately depending on their needs. This may involve looking to other professionals for support, applying to the local authority for additional funding with the support of the Inclusion and disability support service or working closely with parents to prepare a targeted learning plan so that we can monitor the child closely against set targets. Where targets have been set for the child, these will be reviewed with parents at least on a termly basis.
* The observation, assessment and planning process helps the key person identify any difficulties a child may have not already recognised and will work closely with the special educational needs co-ordinator in the preschool (SENCO) and with parents to make plans for the child as outlined above.
* Parents are invited to discuss their child's development on a termly basis with their key person to share progress and discuss any concerns. During these meetings, parents are supported in how best to meet the needs of their child and offered advice by their key person as to how they may support their child in any areas of learning.
* Pingawings also provides information about the EYFS to parents/carers which explains in more detail and looks at how parents/carers can support their child's learning at home through everyday activities. Information from other professionals or development centres about support meetings or courses are passed onto parents/carers.
* The key person system ensures that each child has a special person looking out for them. This two way relationship means that the child quickly becomes happy and confident to share with their key person about how they feel, their interests etc. and also the key person will recognise when a child appears different than usual or is not making expected progress at any time.
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| **Teaching and Learning Part 2 - Provision & Resources**  |
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| **What the setting provides*** Pingawings has a wide range of resources to support all children in our care. Resources are changed regularly and children are encouraged to be independent or to ask if something they would like is not available at any particular time.
* The manager and SENCO will ensure that additional resources to support children with special educational needs and disabilities will be made available from the early years funding as required.
* The manager or SENCO can make sure that additional staffing is available as required. An application will be made for additional inclusion support (AIS) or funds will be made available from within the setting if the application is not successful and we feel additional staff is a priority.
* Pingawings follows Lancashire Early provision map which is set out in three "waves";
1. Universal provision for all children
2. Provision for children where it has been identified they need a little extra support
3. Provision for children who it has identified need the involvement of other professionals with a view to additional support being put in place for the child.

 The provision map supports the preschool staff in providing for all children and in identifying children who may need extra support and also in making provision for children who need the additional support.* Children with SEN and Disabilities are treated as fair as possible as every other child. Provision will be made where needed such as an extra adult to help on an outing, changes to the route of a trip etc. and will involve parents in preparation to ensure the child is included in all activities.
* As already stated visits before the child starts allows the preschool to access any special equipment needed and any adjustments to the preschool can be made before they start provided it is practically possible.
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| **Reviews** |
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| **What the setting provides*** Staff build up excellent relationships with parents and we are happy to talk to any parent after the end of the session or on an appointment basis to discuss their child's progress. We also provide a two way book for parents to share about activities their child has been involved and to share their achievements etc. This enables the key person to be aware so they can join in and develop conversations with the child. The two way book also offers information about the EYFS areas of learning and how parents can support their children.
* Parents are warmly invited to discuss to their child's development with their key person, manager and SENCO at any time.
* Parents are invited to contribute their skills and interests in the preschool when possible such as coming into the preschool to bake, read stories aid in supporting staff to get to know their child's individual care needs.
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| **Transitions** |
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| **What the setting provides*** Parents are invited to the preschool to meet the staff and find out about the preschool, its layout, environment, activities and education offered.
* Arrangements are made for the child to visit the preschool with their parent/s or carers so they can see the preschool join in with activities going on if visit is while other children are attending. This allows further questions to be answered on both parties.
* The child's key person completes the paper work with the parent/cares.
* An "All about me" booklet is filled in and photos shared of the child's preschool, this is passed onto the child's next setting.
* When children are ready to move onto another setting, arrangements will be made to discuss their needs with the new setting and transition reports passed on.
* Additional transition meetings will be organised for children with SEND and will include all professionals involved in the child's care so that arrangements can be made to support the transition to the new setting.
* The child's key person will be made available if it is felt necessary to support the child and their new key person within Pingawings or the new setting.
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| **Staff Training** |
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| **What the setting provides*** Pingawings is run by a strong team headed by the manager who has over 25 years’ experience in early years settings.
* The Deputy has over 16 years’ experience and has 8 years experiences as SENCO, she also is the key person for a group of children.
* 5 other key persons have level 3 qualification in Early Years and Education.
* 1 key person has level 2 qualification in Early Years and Education.
* All staff have undergone training as has been required for children with special Educational Needs and Disabilities who have attended the setting.
* The SENCO has attended a wide range of training to support children with specific difficulties including autism and speech and language difficulties.
* All staff are willing to undergo training as necessary to support children in the preschool or to prepare for those we know would like to access a place in the future.
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| **Further Information**  |
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| **What the setting provides*** For further information the parents/carers can talk to their child's key person to discuss their child's development in general and / or any concerns they may have.
* The preschool manager or SENCO can be contacted at any time.

CONTACT DETAILSManager : Janet Marsh 01257427470SENCO : Nikki Hart 07951834455e-mail : pingawings@hotmail.co.ukor a comment in the child's two - way - book. |

This document was reviewed February 2023