



SEN and Disability

Local Offer: Early Years Settings

Name of Setting: **Happy House Preschool &
Playgroup**

The Special Educational Needs and Disability (SEND) Reforms will place a statutory requirement on all childcare settings from September 2014 to make information available to parents about how the setting supports children with special educational needs (SEND).

Happy House's offer is explained in this document.

Further information about these reforms and how Lancashire County Council is addressing these can be found on **The Inclusion and Disability Support Service (IDSS) web site**

www.lancashire.gov.uk/children.../special-educational-needs-and-disabilities

Or by e-mailing your query to:

IDSS.SENDReforms@lancashire.gov.uk

Setting Name and Address	Happy House preschool & playgroup		Telephone Number	01772494174
			Website Address	happyhousenursery.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?	18 months to five years			
Name and contact details of your setting SENCO	Jenny McMahon: jenny@hhpg.co.uk			

Name of Person/Job Title	Jenny McMahon: registered provider / owner		
Contact telephone number	01772494174	Email	jenny@hhpg.co.uk

Promoting Good Practice and Successes

What the setting provides

There is a large car park, paved entrance path and the building has ramps into the hall, large doors throughout the building allow access into all areas, there is disabled toilet, with changing facilities. There is a boys toilet block with low level sinks, urinals and easy access to toilet cubicles and a girls toilet block but these do not have low level sinks, but access to these is supported with riser steps. We also do provide a range of early years support materials such as toilet training seats, easy grip utensils, training beakers etc.

We share information in a variety of ways: verbally (for parents / families who do not easily grasp written information) and written information for parents and families who prefer having material they can peruse. All information we provide is clearly written and contains no terminology which parents / families may not understand.

Information can be provided to parents / families in large font and a range of languages dependent on individual needs and should the need arise we would look at ways of being able to supply information in braille.

The play area is easily accessible in the large and small room with moveable dividers to define continuous provision areas, low level tables and a wide range of materials and equipment.

As a pack away setting all our equipment and resources are moveable which would allow us to make adjustments to positioning or layout to cater for differing needs or specialist SEN equipment.

Some staff have training in sign-a-long and the setting has a range of supporting materials for this. Pictures and symbols are well used throughout and depending on individual children's needs at that time we would ensure that we supported a child's home language or language needs in a variety of ways: dual language books, talking pen in appropriate language, language programme on computer, talking photograph books, talking tins, picture and word prompts.

Our outdoor play area can be accessed by a wide door with a ramp and a side door. There are grassed play areas with pathways that encompass them. The static play equipment would not be very accessible for some special educational needs, but digging, planting, sand and water play could all be adapted as necessary.

As each child is an individual with varying differing needs, as a setting we would take each child's needs into account and if our resources, equipment or physical environment presented an obstacle to that child's inclusion then we would look at ways of addressing this, so that where ever possible that child could be supported appropriately and no child is excluded.

Identification and Early Intervention

What the setting provides

As the registered provider I have twenty seven years experience and training that reflects my knowledge of children's development and problems that can affect this. Staff are also highly trained and understand children's recognised patterns of development and growth. This enables everyone working with the children to identify if a child may not be reaching those targets.

We work closely with the parents forming strong parental relationships that positively encourage sharing of information. This helps us to build up a picture of the child's needs strengths and weaknesses so these can be supported. This two way communication allows parents to discuss any concerns they may have.

All staff including myself work within the Early Years Statutory Framework (EYFS) we use the supporting document "Development Matters in the Early Years" as a base for tracking each child's progress and each key person does on-going assessments and observations to ensure that each child is continuing to make progress within the EYFS. These on-going assessments help the key person, key worker and SENCO identify any difficulties a child may have and these can then be appropriately supported.

When children are in their second to third year a summary two year progress check is completed and this is shared and discussed with the parents. This Two year summary helps identify and additional support individual children may have and how these should be met are considered with the parents.

Happy House has good links with other professionals in the area: speech & language therapists, health visitors, educational psychologist's, out -reach support teams and children's centres and if a child has been identified as having additional needs the SENCO will with the parents complete a request for guidance.

In line with the settings Special Educational needs Policy Framework the setting follows LCC's three way model for assessment of needs.

1. Early Years Action
2. Early Years Action Plus
3. Statutory Assessment

The SENCO would work closely with the family; child and any other professional during all stages of the SEN assessment of needs and support within the setting would reflect the individual educational plan (IEP) that is drawn up during discussions with parents and any other professionals from the IDSS team.

Support could consist of training for individual members of the setting, or whole staff training, additional resources that may have been identified in the IEP, individual specialist support or 1-1 support or help in the setting and would obviously be based on each individual child's requirements at the time.

What the setting provides

Happy House follows the Government's statutory curriculum framework for children from birth to five years of age: The Early Years Foundation Stage (EYFS). Children are supported by all staff within the setting to make good progress within this framework.

A child's key person monitors their progress within the three prime areas and four specific areas of the EYFS and ensures that they are making progress across all of the seven areas and are achieving developmental steps within their expected age band.

The curriculum is planned around children's specific needs and interests as identified during observation and assessment, but is flexible to allow for unplanned child initiated learning opportunities.

Children with special educational needs already recognised will be provided for appropriately and their care and educational plan will be dependent on their needs. This may involve working with other professionals, applying to the local authority for additional funding with the support of the IDSS or working closely with parents to prepare a targeted learning plan, which will be reviewed on a termly basis to assess progress and develop continuing goals.

Parental courses that explain the EYFS in more detail and other courses on a variety of topics which look at how parents can support their child's learning at home are offered frequently. Parents are even invited to express topics for courses that they would find helpful.

We have parent meetings where children's development is discussed and parents can voice concerns they may have or achievements their child has made at home which they want to share. Parents are also provided with suggested next step goals that can be worked on by both the setting and themselves.

Happy House recognises that a child will only learn in a caring environment where they feel loved and supported and the key person system ensures that each child has a special person looking out for them. This system forms strong bonds and attachments which enable the child to be happy, confident and have a sense of belonging. They can express their feelings, voice their opinions and ideas about their play environment and adults support their care and learning because they know and understand the child.

What the setting provides

Happy House has an excellent range of age / ability resources and materials that provide the children with learning challenges and appropriately support development. As a pack away setting our resources are constantly checked for health and safety on a daily basis and can be changed at any time during the day if the children lose interest in them. Weekly environment planning enables us to enhance the play area with resources that children have shown a particular interest in or promote individual children's continuing development.

Speech and language seem to be the problems that are most common in the early years and because of this we have various resources to support this area of learning and staff have also had Sign a Long, Every Child a Talker and Wellcomm Speech and Language training. We would also ensure any additional resources to support children with special educational needs and disabilities would be made available from the appropriate early years funding budget as required.

If it was felt that a child needed additional individual support, staff ratios would be arranged to accommodate this wherever possible. If funds were not available to facilitate this the setting make an application for additional inclusion support (AIS).

The setting follows Lancashire Early Years 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 been 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 setting staff in providing for all children and in identifying children who may need extra support and in also making provision for children who need the additional support.

Children with identified SEN and Disabilities are treated as equally as every other child when organising and planning the learning environment and adaptations would be made to ensure that the child was included in all planned activities. To enable this activities would obviously be appropriately planned.

Parents of a child with identified additional needs would always be consulted and home visits could even be arranged so that practitioners could observe routines and discuss adjustments / aids that may be needed to make the child's transition from home to nursery easier.

We have good links with community services and visits to the setting from organisations such as the police, fire brigade that provide extra curriculum resources and activities for the children that support their understanding of their local environment.

We also have extra curriculum sports sessions with 'A Star Sports' and Dannielle's dance these sessions support the children's physical, cognitive and social development and support Language and communication.

Reviews

What the setting provides

Staff work very hard to build good relationships with parents. They greet parents every time they bring their child into nursery and exchange pleasantries and are also happy to talk to any parent after the end of each session, if parents have a particular point they want to discuss. Appointments can also be made should a parent wish to discuss any concerns they may have regarding their child's development.

We provide a range of information for parents which can help them to understand different areas of their child's learning. For example parent information on the EYFS, the two year progress check, helping their child to write, understanding mathematics, explaining letters and sounds etc.

We would also try to provide information leaflets on topics that parents request and also parent provide courses on these topics too.

Our two simple 2 engage parents app provides parents with the opportunity to view observations annotated photographs and videos and our home diaries provided opportunities to share home events and routines and let us know about special achievements or interests so that these can be celebrated and supported in the setting

These news books between home and the setting provide an excellent opportunity to exchange news, concerns, ideas etc.

Parents and their extended family skills and interests are valued in the setting and we encourage and welcome them to come in and share these with the children

Transitions

What the setting provides

We support children's transition from home to our setting by effectively liaising with parents so that we understand the child's needs and routines so these can be supported within the setting.

Parents complete an "all about me" when their child first starts and "now I am growing" regular updates, which enable us to keep up to date with children's changing needs, interests and achievements.

Parents can arrange short visits with their child and children are offered short taster sessions to build relationships with the child before their full session time.

A transitional document providing a summative report of the child's development will be given to the parents to share with the new setting.

If the new setting wants to arrange to visit the child this will be welcomed and we would always be willing to visit the new setting to share information. Additional transition meetings for children that have special educational needs can also be arranged, these would include all other professionals that may be working with the child, so that their transition is seamless.

What the setting provides

As the registered provider I have a BA (hons) in early year's leadership, EYTS (early years teacher status) and an MBE for services to children and families. I am also an early years assessor holding a D32, D33 and A1 award and I am a lead practitioner for Lancashire County Councils early years foundation consultants. I was also awarded an MBE in the Queens 60th birthday honours list for services to children and families.

The manager has a level four childcare qualification and all other staff hold a level three childcare qualification

During the 27 years that I have been at the setting I have attended various training courses relating to SEN:

- Developing Individual Plans for Children**
- SEN Code of Practice**
- National Portage Association's Quality Play**
- SENCO Individual Educational Plans update**
- Early Years & the Disability Discrimination Act**
- Foundation Course in Signalong Phase 1**
- The Autistic Spectrum**
- Planning the Inclusive Environment**
- Sharing concerns**
- Multi Agency Approach**
- Meeting individual needs**
- The Role of the SENCO**
- SEND Reforms Briefing**
- Provision Mapping**
- On-line CAF level 1 & level 2 training**

All staff have also attended a variety of courses relevant to SEN and Management and staff have completed the CAF on line training

Management and staff are committed to continuing to remain current and up to date with any training relevant to childcare and all staff have undergone training that is specifically relevant for practitioners to enable them to support children with special educational needs and disabilities. Staff would also commit to attending training that meets specific needs such as autism, attention deficit hyperactivity disorder, dyspraxia etc. if a child started at the setting and needed support in any of these areas

Further Information

What the setting provides

The setting provides a prospectus with information about the setting.

We have policies and procedures documented, including information on the setting special needs support for parents to peruse and copies are available for parents to take.

A variety of information leaflets are available at the setting on a range of topics for parents to take

Contact can be made and messages left by:

Phone: work 01772 462420 Home 01772 494174 (before 10

pm) e-mail: jenny@hpg.co.uk

or a comment in the children's home / setting news book

Any feedback to this Local Offer is welcomed and will be responded to and can be made via e-mail to jenny@hpg.co.uk