



## **SEN and Disability**

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

Name of Setting: **Little Acorns 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 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.littleacornspreschool.org](http://www.littleacornspreschool.org)

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)

When saving your local offer please use the following format:

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<b>Setting Name and Address</b>	<b>Little Acorns Pre-school</b>		<b>Telephone Number</b>	<b>01704 822657</b>
	<b>c/o Mawdesley St Peter's School, C/E</b>		<b>Website Address</b>	<b>www.littleacornspreschool.org</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>X</b>			

<b>What age range of pupils does the setting cater for?</b>	<b>From 35 months to 5 years</b>
<b>Name and contact details of your setting SENCO</b>	<b>Marion Connett    01704 822657 mail@littleacornspreschool.org</b>

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>Marion Connett – Manager &amp; SENCO</b>		
<b>Contact telephone number</b>	<b>01704 822657</b>	<b>Email</b>	<b>mail@littleacornspreschool.org</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>www.littleacornspreschool.org</b>		
<b>Name</b>	<b>Marion Connett</b>	<b>Date</b>	<b>31.07.14</b>

Please return the completed form by email to:

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

## **The Setting**

### **What the setting provides**

Little Acorns Pre-school is a registered charity, run by a voluntary management committee. We rent our playroom from Mawdesley St Peter's C/E School and welcome children from 3 to 5 years of age and offer taster sessions during the month before a child's third birthday. We are open term time Monday, Tuesday, Thursday and Friday 12 noon to 3.30pm and Wednesday 9am to 3.30pm. Our sessions run for three hours but we also offer a 30 minute wraparound session from noon to 12.30pm (with optional noon collection from another local provider who operates a morning session at the local village hall NB no collection on Wednesdays because we are open all day).

We welcome children from Mawdesley and the surrounding villages and although we have strong links with Mawdesley St Peter's School we have good transition arrangements in place for all local schools.

We have an L shaped playroom and freeflow access to a playground at the front of the school. We take a maximum of 12 children as standard but reserve an extra place to help parents in emergency situations.

We always have two staff on duty for each session - often three - and our staff team comprises an EYP manager, two assistant staff qualified to deputise and another assistant. Our manager takes on most named extra roles such as SENCO and is back up nominated safeguarding officer. Most staff are trained in paediatric first aid and food hygiene.

## **Accessibility and Inclusion**

### **What the setting provides**

We are housed within a single storey extension to the school and although our outside entrance has 2 steps, the main school entrance is wheelchair accessible and on one level all the way into the Little Acorns playroom via the school hall. Our toilets are also accessed via the hall and are all on one level. There is an accessible toilet/changing room within the main school.

There is a parent's noticeboard outside the main door and while certain policies are included with our registration pack the majority of policies are typed at a font size of 11 and stored in a file. However, they are held electronically and could therefore be provided in any font size and theoretically also translated to another language.

Our playroom is compact and we would urge you to visit in person to assess the individual needs of your child along with our manager and staff.

We have recently purchased height adjustable sand and water troughs but most of our tables and surfaces are of a fixed height. We encourage children's independence in all aspects of pre-school life and provide a child-height coat and lunch box trolley for storage of personal items. We are very responsive to the needs of our children and would look at all reasonable ways of altering our environment to include them fully.

All our furniture is child-sized and includes a small wooden kitchen table within the kitchen area and soft furnishings such as a sofa and armchair. The flooring is lino and natural wood with area rugs in the book corner and construction area where we typically expect more floor level play. There is a lot of natural light and we use vertical and roller blinds but we also have the option of overhead lights and a pretty decorative rope light on the wall as a 'chill zone'. Where possible we maintain neutral decoration and we use hessian backed display boards to celebrate the children's creations as well as to display photos of them at play.

Our playground is all on one level and spacious. We have a picnic bench and parasol for comfortable and safe outdoor eating, a low level planting area and a mud kitchen as well as sand, water and a summerhouse with full size bed.

## Identification and Early Intervention

### **What the setting provides**

**Our induction process is very flexible and we work individually with families to ensure we meet every child's needs.**

**Staff have very good knowledge of the EYFS and child development and are therefore able to identify any additional support a child may need. As we are a small staff team information sharing happens on a daily basis so that all staff can monitor children's behaviour and progress, working together closely.**

**We assess and record children's progress against EYFS age-related development bands and learning journeys are kept up to date, allowing staff to monitor their keyworker children very efficiently. Our observation/assessment and planning process ensures that each child is treated as an individual and focuses on their specific interests and ideas to enhance our learning environment with adult support. You can find out more about the EYFS and its statutory welfare and learning and development requirements here: <http://www.foundationyears.org.uk>**

**We speak to parents on a daily basis at home time unless their child attends the after school club, in which case we provide a home-school diary for all settings and the family to contribute/respond to. Our manager is usually available for phone calls, meetings and emails during or after the session and emails are also checked daily out of hours.**

**If there is a concern, in partnership with parents we can request guidance from IDSS (inclusion, disability, support service) and fully implement our SEN Policy to follow a graduated response from initial intervention and differentiation to targeted learning plans and further assistance from other agencies. We also have a member of staff trained in 'Elklan' – an accredited speech and language course.**

### **Teaching and Learning Part 1 – Practitioners and Practice**

## **What the setting provides**

**As previously described above, we use the EYFS to deliver a varied curriculum through areas of 'continuous provision'. These are learning areas that are set up and enhanced by children and staff based on the children's current interests and fascinations as well as some adult-led activities to ensure a broad coverage of learning opportunities. We use lots of 'real' resources at Little Acorns to ensure a rich sensory experience and practical activities such as peeling vegetables to mirror 'real life' and make learning fun and to offer optimal challenge. We try to appeal to different learning styles with lots of messy, hands-on activities for the kinaesthetic learners but also plenty of other options to appeal to those who respond to visual and auditory experiences. We also closely support the children's spontaneous play throughout each session, aiming for some deeply meaningful play where children are engaged and actively learning.**

**Our keyworkers observe, assess and plan for their children, ensuring each child receives the individual care they need. We can therefore identify areas where a child may need additional input and put into place other strategies such as a TLP (targeted learning plan) in conjunction with the SENCO, parents and if necessary other professionals. We have a member of staff who is Eiklan trained and so can provide some specific speech and language activities in-house but can also support families by making a referral to their local speech therapy service.**

**Children regularly examine their learning journey files along with their keyworker and other children, this can spark suggestions for future learning opportunities and is just one way in which we reflect the child's voice in our planning.**

## Teaching and Learning Part 2 - Provision & Resources

### What the setting provides

Little Acorns is very well resourced and additional funding can be used to offer extra support or resources where a need is identified. The SENCO liases with any other necessary agencies and professionals, making time for visits during or after session time and attending external meetings if needed. We will work closely with other agencies to follow action plans, health care plans or formulate an induction plan where a child needs this input. We believe that every child has different needs and so we respond with an individualised approach in each case.

We have regular trips to local parks and other amenities and we ensure all children are included – these are usually very spontaneous as we act on the children’s suggestions wherever possible. Some trips are planned in advance and parents are then involved in the process and invited to attend.

## Reviews

### What the setting provides

We offer an open door approach to our families and want them to feel happy to approach us at any time to discuss any aspect of their child’s time at Little Acorns. We share the day’s play activities by chatting with our parents at home time and provide a home-school diary for those who go on to after school club.

However we also have more formalised arrangements including regular learning stories which analyse a child at play using EYFS age-related statements and go home for parental comment (which is then used to plan next steps). We send home the child’s learning journey at intervals throughout the year to share their progress and we provide ‘home pages’ for sharing events from home. We invite parents to stay and play. We attend any necessary SEN, TAF meetings and so provide updates of outcomes and progress.

Parents are invited to attend our management committee meetings and to take an active role on the committee or as a trustee if they so wish. They are also invited to share a skill or interest with us during a session.

## **Transitions**

### **What the setting provides**

**We work closely with another setting to produce a comprehensive transition document for each child's primary school or if transferring to another nursery part way through the year. We will also work with other agencies to add to this document where this is appropriate.**

## **Staff Training**

### **What the setting provides**

**The manager holds a BA Ed. (Hons) degree and also holds Early Year's Professional Status. She is the settings SENCO.**

**Three of our assistants are qualified to a Level 3 and two have the experience and to deputise. One assistant is currently a Level 2 and we are working together to find a training route towards Level 3.**

**We welcome students of early years education throughout the year and value the principle of lifelong learning.**

**We recently completed Lancashire's 'Step into Quality' accreditation and are self reflective in all areas of our provision, including staff training and CPD.**

## 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

**If you require further information please pop in and see us during a session – do ring first just in case we're on an outing. Alternatively:**

**Email:** [mail@littleacornspreschool.org](mailto:mail@littleacornspreschool.org)

**Web:** [www.littleacornspreschool.org](http://www.littleacornspreschool.org)

**Tel:** 01704 822657

**Our local children's centre is also very close by in Ecclestone:**

**Blossomfields Children's Centre at Ecclestone Primary School, Doctors Lane, Ecclestone.  
PR7 5RA**

**Telephone:** 01257 450682

**Email:** [Stephanie.shorrocks@lancashire.gov.uk](mailto:Stephanie.shorrocks@lancashire.gov.uk)