



SEN and Disability

Local Offer: Early Years Settings

Name of Setting: Windmill Pre-school Lytham

Setting Name and Address	Windmill Pre-school Lytham		Telephone Number	07971760139
	Park View Road, Lytham St. Annes. FY8 4HA		Website Address	www.lytham.lancs.sch.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 range of special educational needs	
	No			
What age range of pupils does the setting cater for?	2years 1month to 4years 11months			
Name and contact details of your setting SENCO	Valerie Balfour Tel: 07971760139 email: windmill@lytham.lancs.sch.uk			

Name of Person/Job Title	Kay Hopper - Pre-school Manager		
Contact telephone number	07971760139	Email	windmill@lytham.lancs.sch.uk

Promoting Good Practice and Successes

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	http://www.lytham.lancs.sch.uk/index.php?category_id=5		
Name	Windmill Pre-school Lytham	Date	10th June 2014 Revised 29th January 2018

Please return the completed form by email to:

IDSS.SENDReforms@lancashire.gov.uk

The Setting

What the setting provides

Windmill Pre-school Lytham is a sessional pre-school offering care and education promoted through play for 2, 3 and 4 year old children. The setting is registered with Ofsted and currently accommodates up to a maximum of 18 children per session of mixed ages and is open Monday to Friday (term time only) for 39 weeks of the year.

- morning sessions 9.00am – 12.00am (door opens from 8.45am),
- afternoon sessions 1.00pm to 3.30pm
- Lunch Club is also available on a pre-booked basis, 12.00pm to 1.00pm.

A member of the Pre-school Learning Alliance and a registered charity, the pre-school is run by a management committee of parents.

As Windmill is a small setting, practitioners have additional responsibilities, these include; a named person with responsibility for supporting behaviour, a named person with responsibility for parental involvement, two nominated safeguarding officers and a SENCO.

There is a deputy manager; it is part of their role to support practitioners with additional responsibilities. The deputy also supports the pre-school manager with the management of the business aspect of the setting. The Pre-school Manager has overall responsibility for the setting.

Accessibility and Inclusion

What the setting provides

The building:

The pre-school has been based within the school building of Lytham C of E Primary School since September 1997. The primary school was built in 1977 at ground level and has ensured that doorways and entrances to the school are on a single level and wide enough to accommodate a wheelchair if necessary. Disabled toilets are available for wheelchair users if the need should arise. Further information is available on the school website at www.lytham.lancs.sch.uk.

The pre-school is accessed via the locked outside area wooden gate with low level access to a doorbell. There is an accessible toilet in the building close to the pre-school classroom.

Although storage space is limited, there is space in these areas to store specialist equipment such as standing frames when they are not in use.

The corridor to the toilets is illuminated by strip lighting with natural/day light at both ends. The walls in the classroom, corridor and toilets are painted cream and the skirting and architrave is white. The flooring of the classroom is carpeted with a wood-effect vinyl area for messy play.

With the exception of the accessible toilets, all the internal doors around the building are standard door size. Doors to rooms have vertical viewing panes, doors to storage cupboards and toilets are solid; storage doors are secured with keys.

There is a parent information board within the classroom area and a shelf on the bookcase by the classroom external door that contains the setting's the prospectus, policies, copies of the most recent Ofsted inspection report, and information about activities and events in the local area such as at the local children's centre. Information we hold from other providers is only available in the format in which it is sent to us. However, some pre-school policies are available in large print, this is something we continue to improve and develop. We are also working on having policies available in audio format. Electronic copies of all our policies and procedures are available on request and we are working on making these available via our website page.

The classroom:

Windmill rents the one small classroom with direct access to an adjacent outdoor fenced area, access to shared toilet facilities, including a disabled toilet, and agreed use of the primary school's conservation garden and adjoining grounds, and has enjoyed this successful partnership for 20 years.

The classroom, as mentioned above, is illuminated with strip lighting and natural/day light from the external and internal windows. The walls are painted in a pale cream colour with display boards mounted at adult height. The display boards are backed in colours appropriate for the task i.e black for space items, while being mindful of colour over stimulation. The floor is carpeted with additional wood effect vinyl for the messy play area. Rugs/play mats are used in the room to make comfortable areas for play and relaxation.

There are age height appropriate folding tables and stackable chairs that can be moved and rearranged to make space for specialist equipment or to ensure the room is accessible for children using walkers or wheelchairs. Within the classroom is a small kitchen area with wall and base units, adult height double sinks, child height/accessible hand wash sink, and a small fridge for storing food/milk etc.

The sand and water trays are also height adjustable. There is a low table for the computer with access to a tracker ball mouse if needed. For children's toys/resources, storage units are all at child height. Photographs and labels are displayed on the front of boxes so it is clear what is in them. Resources are organised in to areas of provision. The majority of toys and resources are appropriate for children aged 3+ although we do have a limited supply of toys/resources suitable for 2-3s and/or 0-2s if these are more appropriate to a child's needs or development.

The Outdoors:

The outdoor environment consists of a fenced paved area, incorporating both a barked area with a small adventure play trail and a wooden raised sand pit.

The paved area is even and suitable for children who use walking frames or wheelchairs. The barked area is generally flat but there is some natural unevenness in the ground. The outdoor area also includes five raised beds for digging, planting and growing herbs, fruit and vegetables.

The play trail is made of wood; against the darkness of the bark on the ground this does not provide a good contrast. Between the bark area and the paved area there is raised boarding with painted white top edge. The sand pit area is raised above ground. It is possible to provide sand play in a sand tray for children who are unable to access the large raised sand pit.

Resources are taken outside on a daily basis and are chosen and adapted to suit the needs of the children attending the setting. Children have free-flow access during the session.

Identification and Early Intervention

What the setting provides

Parents are welcome to visit the pre-school to see the facilities and prior to starting at pre-school part of the registration process is to determine the child's needs and current abilities. Windmill has a very strong key person approach and parents are encouraged to share their child's achievements and to communicate any concerns. We follow the procedures of Windmill's policy on supporting children with special needs to enable children to reach their full potential, ensuring our provision is inclusive to all children, and that this is the responsibility of all members of the setting.

Children's progress is closely monitored in our setting. Each child has their own learning journey which includes annotated observations of them in pre-school, observations and comments from parents/family and friends, tracking information about their progress across the areas of learning and development within the EYFS. More detailed information about learning journeys and what is in them is shared with parents when their child begins attending our setting.

A child's key person is available to chat to parents at drop off and pick up times, we make arrangements for the key person to meet with their parents each term to look at the learning journey and discuss progress and any concerns. Additional appointments can be made outside of these times to discuss any issues in more depth and more confidentially than is often possible at pick up and drop off times. If a parent would like to arrange to meet with their child's key person they can ask them and the key person will liaise with the manager or deputy to make arrangements to be able to be released from the group at a convenient time.

Where the progress check suggests that a child may be experiencing some difficulties or delay in their development this is shared with parents and options/appropriate next steps are discussed:

- For some children the next steps may involve the key person targeting a specific area of development and planning additional opportunities for the child to have experiences designed to support the area of learning and development identified. This enhancement and targeting links to the wave two interventions identified within our setting's provision mapping. This would then be reviewed to see how the child has progressed and whether or not additional steps need to be taken to support the child's progress and development.
- For other children the next step may also include developing a targeted learning plan where specific aims are developed with parents to support the child's development. We may also discuss with parents whether it would be appropriate to refer their child to other services such as speech and language therapy, this would require parental consent.
- Another next step may be to ask the local authority Inclusion Teacher to visit the child in the setting to provide some additional advice and guidance to practitioners to support them in meeting the needs of the child. This visit is called a 'Request for Guidance' and can only be undertaken with parental consent.

Our Special Educational Needs (SEN) Policy provides the context for supporting children through these 'next steps'; this is referred to as the graduated response. This policy is available in the pre-school or can be provided electronically via email. We use provision mapping to identify ways in which all children can be supported. Provision mapping identifies what we provide for all children (Wave One), for children who require a little bit of extra input in a specific area (Wave Two) and children who require more specialised or intensive intervention (Wave Three). You can see our provision map in the pre-school or can be provided electronically via email.

Teaching and Learning Part 1 – Practitioners and Practice

What the setting provides

The setting works within the framework of the EYFS and is resourced according to the age phase and needs of the children. Practitioners use Development Matters and the Statutory Guidance for the EYFS to plan provision and activities for the children in their care. The EYFS identifies three prime areas of learning and development and four specific areas of learning and development.

In the 3-4 age phase the prime areas (Communication and Language, Physical and Personal, Social and Emotional Development) continue to be a focus but there is an increasing balance between focusing on supporting children's development in these areas and the four specific areas (Speech and Language, Literacy, Mathematics, Expressive Arts and Design).

Activities and provision are adapted 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 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 who will liaise with the child's parents regarding their time in pre-school, and help parents to develop ways in which they can support their child's learning at home. In our setting we hold an introduction/taster session for new parents and children that introduces parents to the EYFS and ideas for ways in which they are able to support, encourage and develop their child's learning at home. We have activity ideas and resources that parents can borrow and practitioners are able to talk to parents about these and offer ideas and advice should they want it. Our parent information board displays information about elements of early learning development and how this can be supported at home along with information leaflets from local groups about resources available to parents of young children in the area. Parents are able to speak to their child's key person 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 at any time and they are encouraged to share it with practitioners and each other. In addition to these informal opportunities to share the learning journey, once each term the key person sits 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 annotates the journey with the child's comment. Children are encouraged to use the pre-school's digital cameras to take pictures of the things they have experienced in pre-school, these can also be included in the child's learning journey.

Teaching and Learning Part 2 - Provision & Resources

What the setting provides

Resources are provided that are developmentally appropriate. 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. 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. 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 they are supported by the SENCO. For some children it may be the case that at specific times of the preschool session they require additional support and 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.

In our setting we like to plan 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

As mentioned in previous sections:-

The setting works within the framework of the EYFS (2017), planning and differentiating activities for each child. Each child's development is tracked through observations and other recording methods, and every child is encouraged to express their views about their own learning through their Learning Journey. Where necessary additional resources and external help will be acquired.

Each child is allocated a Key Person who develops strong links with the parents through face to face interaction, using the Home Diary, and sharing the child's Learning Journey. Windmill Pre-school's strong ethos of parent partnership is evident with its open door policy, accessibility to the pre-school through telephone contact during session times, opportunities for parents to contribute to the life of the pre-school by helping with planned activities and events, joining the parent management committee, or sharing personal skills and interests with the children.

Transitions

What the setting provides

Before a child starts attending our setting we encourage parents to bring their child for visits, initially this may just be for the child to have a look around the setting with their parents. We do appreciate that this is not always possible and provide a photo album for loan. Our Settling-in Policy is shared with parents and a settling-in period is planned with parents.

We have a comprehensive transition policy and procedures, including an 'All About Me Profile' if needed, which we follow when children are ready to leave pre-school to attend a different setting or move on to school. This is available to parents within our setting. The policy and procedure includes additional factors that may need to be considered when supporting the transition of children with additional or special educational needs, to ensure this is as smooth as possible.

We have an open door policy and parents are able to drop in to the setting at any time. They are also able to contact us by telephone if they would like to check in on their child.

Staff Training

What the setting provides

Presently, 75% of our practitioners in our setting are qualified to level 4 or above. The pre-school manager is qualified to level 5.

We have a regular programme of supervision and appraisals for all practitioners. We value opportunities to support their further professional development and they are encouraged to seek and are provided with opportunities for this.

Our setting practitioners continually update their skills through local authority EYFS training, Pre-school Learning Alliance Training and information manuals along with online training run by Educare on behalf of the Pre-school Learning Alliance. Our Manager has completed an Open University Foundation Degree in Early Years and cascades information to other staff members from manager cluster meetings. She also has past experience of using PECS system of communication.

As a setting we also seek to support practitioners to further develop their knowledge and understanding of a range of additional and special educational needs. Practitioners have access to a wide library of resources and books. These are also available for parents to borrow.

We also make use of Lancashire Children and Young People's Trust website to access information and e-learning modules such as CAF and CON training.

All staff have up to date statutory training in place such as, first aid, safeguarding and food hygiene.

Further Information

What the setting provides

As mentioned above parents can approach their key person or manager face to face at drop off or pick up times and arrange appointments outside these times. If unhappy with any aspect of the pre-school please first discuss your concerns with staff or the manager. As a setting we are required to have a procedure for dealing with complaints. This is available to parents within the pre-school or can be supplied in electronic form. And again our setting operates an open door policy.