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County
Council



Setting Name and Address	Ashbridge Independent School and Nursery		Telephone Number	01772 619900 01772 561186
	Lindle Lane Hutton Preston PR4 4AQ Ashbridge on Ribble Victoria Road Walton le Dale PR4 4AB		Website Address	www.ashbridgeschool.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:	
	X			
What age range of pupils does the setting cater for?	3 months to 11 years			
Name and contact details of your setting SENCO	Caroline Bird School SENCO Miss.Bird@ashbridgeschool.co.uk Lindsey Turnbull – Global COMPANY SENCO across all Ashbridge sites Lindsey.turnbull@ashbridgeschool.co.uk Hilary Sharples – DIRECTOR of QUALITY (SLT) Hilary.sharples@ashbridgeschool.co.uk			
Name of Person/Job Title	Caroline Bird – Infant Class Teacher Lindsey Turnbull – Global COMPANY SENCO Hilary Sharples – DIRECTOR of QUALITY			
Contact telephone number	01772 619900 01772 561186	Email	Info@ashbridgeschool.co.uk	

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.ashbridgeschool.co.uk
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Name	LINDSEY TURNBULL	Date	AUGUST 2023
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What the setting provides

- Ashbridge is an Independent School and Nursery registered with the Department of Education, offering care and education to children from aged 3 months to 11 years old.
- Both our premises at Hutton and Walton le Dale in Preston are extensive with separate facilities for babies under 2 years, nursery departments and Primary School facilities. (HUTTON SITE)
Extensive car parking is available and includes designated areas for those with disabilities.
- We offer full and part time places in the Nursery department with full time places for children of primary age. We also offer before and after school care to children within the Primary school and Holiday care to children from the local area.
- Our opening hours are extensive to support working families, with the Nursery opening 52 weeks per year, Monday to Friday from 7.00am to 6.00 pm. We operate an open-door policy and extensive partnership with parent/carers/carers.
- The staff team are highly qualified and include early years practitioners and teachers within nursery in addition to qualified teachers within the primary department led by the Headteacher, Karen Mehta.
- We are led by a strong and extensive senior team who are responsible for managing the quality and standards of the education and provision as a whole.
- As a member of IAPS, the Independent Association of Prep Schools, the school is inspected by the Independent School Inspectorate, ISI.
- Lindsey Turnbull is the COMPANY SENCO for the organisation in the nursery phase with Caroline Bird as the primary school SENCO, supported by the headteacher.

What the setting provides

As part of our practice we :

- Provide an excellent enabling environment, differentiated activities, targeted support for children's individual needs and interests.
- Have detailed policies and procedures for SEND which are shared and reviewed with parent/carers.
- Operate a Key persons system with each child having a Key Person and a cokey person, enabling us to develop trusting, sensitive relationships with parent/carers and children
- Complete ongoing observations and assessments on all children linked to the EYFS development matters ages and stages of development which are considered and shared with the parent/carers and where appropriate the SENCO
- Complete a 2-year-old progress check on all children, share this with parent/carers and act on outcomes
- Have trained and experienced SENCO's who offer advice and support to the key person, EY practitioners and parent/carers. In addition to this, we have a global COMPANY SENCO who works across all our settings, coordinating the SEN support delivered to the children and their families in nursery.
- Identify individual needs and plan next steps, accessing additional support from others where necessary (e.g. Speech and Language Therapist, SALT, specialist teachers or arranging applications for additional inclusion funding, AIS.)
- Produce Individual Targeted Learning Plans (TLPs) where appropriate which are delivered by the key person who works with the SENCO to oversee the TLP targets. These are established with parent/carers and include how they may support their child at home. We ensure all the team

within the setting working with the child are aware of the child's needs and how to support them.

- Facilitate support where necessary and complete risk assessments, with the aim of enabling each child to become independent within the environment.
- Work within the SEND code of practice and Local Authority procedures including graduated approach.

What the setting provides -environment

- All areas within the nursery have direct access to toilet /changing facilities and the outdoors
- Resources are organised to allow free access and independence.
- Access ramps are in place.
- Furniture is at an appropriate height for the children and tables and chairs are available with adjustable height if required.
- Policies promote inclusion.
- At Ashbridge Independent Nursery in Hutton, we offer two forest school sites, situated on the school grounds, with forest school leaders who takes groups out daily, along with practitioners/teachers working with particular classes. In addition, we have extensive grounds including garden areas, meadows and an all-weather pitch. All grounds are accessible to all.
- At Ashbridge on Ribble Nursery, we offer River School, provision used by Preschool children along with a trained EYT, supported by the river school leader.

What the setting provides- curriculum and assessment

We follow the guiding principles of the Early Years Foundation Stage (EYFS):

- Unique Child – Every child is a unique child who is constantly learning and can be resilient, capable, confident and self-assured.
- Positive Relationships – Children learn to be strong and independent through positive relationships.
- Enabling Environments – Children learn and develop in enabling environments in which their experiences respond to their individual needs.
- Learning and Development – Children learn and develop in different ways.
- Provision is adapted to ensure each child is able to fully access the environment and curriculum with the following in place:
 - High quality teaching and practice which is regularly monitored and evaluated.
 - Children's progress and development is monitored through the observation process linked to the EYFS and progress summaries recorded.
 - Baseline assessments and initial induction information is gathered from parent/carers/ carers when a child joins the nursery.

What the setting provides –training and experience

- A comprehensive team training plan and process is in place with aspects included on the annual development plans.
- All core staff are experienced working with the Early Years/Primary age group, and many have early year's specific qualifications at a minimum of level 3. Many have additional qualifications including Early Years Teacher status and QTS.
- All staff have initial training that includes the study of child development and have access to behaviour management training at induction and ongoing.
- Staff hold Paediatric first aid qualifications and specific training is facilitated where appropriate in medical needs eg; epi pen.
- The senior team and SENCO's have a wide and extensive range of experience and attend training and SEND update meetings. The information at these meetings is then cascaded to other staff through staff meetings.
- In nursery, we have experience of working with the SEND service which aims to help Early years practitioners provide the best possible experience for children with SEND at nursery.
- The team supports practitioners in meeting children's individual needs through observing children in the setting, offering advice, suggesting ways to support individual needs, planning next steps with practitioners and parent/carers and sign posting to training.
- Assessments, such as the 2-year-old progress check and transition reports are completed, shared with parent/carers/carers, and acted upon.
- Planning is shared with parent/carers/carers.
- Daily communication and regular parent/carer meetings facilitate dialogue.
- Key persons and the SENCO work together to ensure children's individual learning needs are met, adapting provision and teaching methods where appropriate.
- Permission is sought before involving outside agencies such as the Inclusion and Disability Support Service (IDSS) as part of our policy and graduated response to meeting a child's needs.

We facilitate an annual LINK visit with the allocated Specialist teacher from the SEND service.in the EYFS.

What the setting provides - SENCO

- The company has a global COMPANY SENCO, Lindsey Turnbull to support the organisation.
- The global SENCO and the school SENCO coordinate the support for learning and development, with regards to SEN, across the four Ashbridge nurseries .and the school
- The Global SENCO is in regular contact with the nursery managers of each setting and visits the different sites observing and assessing children, offering in class support and advice and involving the outside agencies if/when they are needed, with the permission of the families.

- Usually, the global SENCO works alongside another manager in the nursery settings. However, the global role is solely a SENCO based roll, ensuring that the focus can be completely directed at providing the best help and support for children with SEN, in the nurseries or those needing strategies in place to assist and enhance their learning and development while in the EYFS specifically.
- Where either SENCO is involved with a child, she establishes links with the family, working closely with them throughout the child's time at the setting and involving them with all steps along the way to ensure the best care and support is provided for that child and their family.

What the setting provides -Support

A range of support is available for children identified with additional learning and special educational needs and disabilities through ;

- Key person / teacher input providing an excellent enabling environment, differentiated activities, targeted support for children's individual needs and interests.
- Specific targeted work or intervention within an individual or smaller group of children.
- Implementation of advice where a child has been identified by the parent/carer/key person/class teacher/ as needing more specialists input e.g. a Speech and Language Therapist, Specialist teacher or Educational Psychologist, etc.
- Observational assessment linked to the EYFS or school curriculum along with knowledge of child development is used to identify the support is required. Support is put in place, if necessary, with the aim of enabling the child to become independent within the environment and to access all areas of the curriculum.
- Ongoing partnership working with parent/carers and other professionals involved with the child/family supports the decision-making process.
- Regular TAF meetings for children accessing SEN support, where all the professionals working with the child and their family come together to share information and plan for future developments and progress.
- All staff has accessed child development training and has experience of working with children within the Early Years age range.
- Reports from health care professionals or others working with the child and family are used to plan support within the nursery. The SENCO, the Specialist Teacher or other professionals working with the setting support the decision-making process linked to planned targets for the individual child.
- In Nursery, Inclusion funding and two-year-old funding can be applied for, but is not guaranteed, to support a child attending the nursery. Families are advised that they can access a number of services available in the locality linked to the child's identified needs, primarily through the health care service and include Child development centre, Physiotherapist, occupational therapist, speech and language therapist, portage worker, Specialist Teacher. We signpost also to the FIND newsletter. With parent/carer's permission advice can be sought from the IDSS Teacher through a request for guidance (RFG) The SENCO advises on the process of applying for additional support through the local authority and SEND funding process which identifies the level of need based on the evidence submitted from the nursery and other professionals working with the child/family.
- In school, contacts can be made with Local Education Authority services and through all NHS provisions offered to children and families in order to access support for children attending school.

- All activities outside the setting are planned around children's individual needs and abilities. Risk assessments are carried out beforehand to ensure all children may be involved and included.
- Policies are shared with parent/carers on admission which promote inclusion.

What the setting provides –processes and transitions

- On induction to the setting the key person and parent/carers share information about the strengths and needs of the child.
- Where appropriate, the SENCO meets the family and child before they attend the setting and a place is offered. Accessing information from parents and other professionals helps the child's transition into the setting. Relevant documentation is shared e.g. previous TLPs, paediatric reports etc
- In Nursery, parent/carers have the opportunity to accompany their child on a visit to help settle them and develop a relationship with the key person.
- If other professionals are already involved, a team around the family (TAF) is called by the SENCO and held with parent/carers to discuss a child's needs and ensure appropriate provision is in place before they start at Ashbridge.
- When joining Ashbridge, we offer all children free transition sessions to help them start to familiarise themselves and build relationships with key members of staff and get to know their environment.
- Each child is assigned a key person and their role explained.
- The Key person/ teacher forms a relationship of trust and support with the parent/carer and the child during these sessions.
- Care plans and "all about me" forms are completed which help the practitioners to identify the children's strengths, needs, interests and to discuss if any agencies are involved in the child's development.
- Where a child is transitioning to school or moving on to a new setting, the child's new key person/teacher and SENCO are invited to observe the child and discuss the child's strengths and needs. The child's current Key person and SENCO can attend meetings and share targets on TLP and minutes of review meetings.
- When a child is moving on, from nursery their views and feelings can be shared through a report reflecting what they have done, achieved, and enjoyed. TLPs, EYFS / Primary assessments and other relevant documents are passed on to the parent/guardians.
- In Nursery, photo books may also be created of the new setting /school that the child can share with parent/carers / key person on a regular basis before the move. The use of role play, with school uniform, books and lunch time practise offered as a positive way to help a child become familiar with new routines.

What the setting provide : Reviews

- Regular review of TLP Plans by the key person /teacher and SENCO
- 2 years check reports and meetings in the EYFS
- Daily contact with each child's key person/teacher takes place on arrival/ departure and parent/carers are welcome to tell us of their child's progress, providing opportunities for two-way dialogue.

- We hold regular parent/carer's meetings and parent/carers are involved in reviewing progress, identifying needs, information sharing, identifying targets and considering next steps for home and nursery.
- We facilitate an annual LINK visit with the allocated Specialist teacher from the SEND service.in the EYFS.

What the setting provides- contact and partnership

- The first point of contact within the setting is the manager / Headteacher /a child's key person/teacher.
- Our company ethos and aims, along with our open-door policy promotes respect, equality and inclusion.
- Information about Key members of the SLT is available on the company website and discussed with parent/carers prior to admission.
- A comprehensive welcome pack is issued to families and includes policies, details of emails and contact numbers for all senior staff.
- The settings SENCO's, Director of Quality and Headteacher are available to offer advice and can signpost parent/carers to other professionals that may be able to help such as the health visitor, children, centre staff, LEA Specialist teacher and Speech and Language Therapist (SALT).
- The leadership team monitor policies, procedures and practices within the setting ensuring these are inclusive, in place, up to date and are being implemented.
- The environment is inclusive with resources that reflect diversity positively and encourage information sharing with relevant agencies.
- A parent/carer concerns and complaints procedure is in place and is communicated to parent/carers.
- Our Admissions statement/policy is clear and identifies our responsibility in our ability to meet a child's needs, prior to admission.