



SEN and Disability

Local Offer: Early Years Settings

Name of Setting: **ASHBRIDGE on RIBBLE**

www.lancashire.gov.uk



Setting Name and Address	Ashbridge on Ribble Victoria Road Walton le Dale PR4 4AB		Telephone Number	01772 561186
			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 4 years			
Name and contact details of your setting SENCO	JULIE FAZACKERLEY julie.fazackeley@ashbridgeschool.co.uk Jane Crossthwaite Jane.crossthwaite@ashbridgeschool.co.uk			

Name of Person/Job Title	Jlie Fazackerley – setting senco Jane Crossthwaite – Company SenCo		
Contact telephone number	01772 561186 01772619900	Email	julie.fazackeley@ashbridgeschool.co.uk Jane.crossthwaite@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		
Name	Julie Fazackerley	Date	17 th November 2014

Please return the completed form by email to:

IDSS.SENDReforms@lancashire.gov.uk

The Setting

What the setting provides

- Ashbridge on Ribble is part of Ashbridge School and Nursery Ltd which 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 at the main site and 3 months to 4 years at Ashbridge on Ribble
- The premises offer high quality, purpose built facilities for babies to children in their pre school year
- Extensive car parking is available and includes areas for those with disabilities.
- We offer full and part time places in the Nursery
- Our opening hours are extensive to support working families, with the Nursery opening 52 weeks per year, Monday to Friday from 7.30am to 6.00 pm. We operate an open door policy and extensive partnership with parents/carers.
- The staff team are highly qualified and include early years practitioners and teachers
- The setting is 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 Nursery is inspected by the Independent School Inspectorate, ISI.
- **Julie Fazackerley** is the nursery SenCo and **Jane Crossthwaite** is the SenCo for the organisation.

Accessibility and Inclusion

What the setting provides

- Ashbridge on Ribble has an open aspect on the banks of the river Ribble with nursery rooms on the ground and second floor with double doors that open directly onto a variety of outdoor play areas.
- Access ramps and a lift are in place
- All areas within the nursery have direct access to toilet /changing facilities
- Resources are organised to allow free access and independence
- Furniture is at an appropriate height for the children and tables and chairs are available with adjustable height if required.
- Policies promote inclusion

Identification and Early Intervention

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 parents.
- Operate a Key persons system with each child having a Key Person and a significant other, enabling us to develop trusting, sensitive relationships with parents and children
- Complete ongoing observational assessments on all children linked to the EYFS development matters ages and stages of development which are considered and shared with the parents and where appropriate the SenCo
- Complete a 2 year old progress check on all children, share this with parents and act on outcomes
- Have strong working relationships with families in order to plan appropriately to meet individual needs and support the decision making process.
- Have a trained and experienced SenCo who offers advice and support to the key person, EY practitioners and parents
- Identify individual needs and plan next steps, accessing additional support from others where necessary (e.g. Speech and Language Therapist, SALT or applications for additional 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 sand includes 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.
- Receive support and advice from our IDSS Inclusion Teacher
- Facilitate support where necessary with the aim of enabling each child to become independent within the environment.
- Work within the SEN code of practice and Local Authority procedures including graduated intervention e.g. Wave 1,2 and 3
- Ensure that, where a child's learning needs are severe, complex and lifelong we work with other professionals involved who may recommend an application for an Education, Health and Care Plan

What the setting provides

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 are completed.
- Baseline assessments and initial induction information is gathered from parents when a child joins the nursery
- Assessments, such as the 2 year old progress check and transition reports are completed, shared with parents and acted upon.
- Children's learning and progress is documented through individual Learning Journey's which contain written observations, photographs and samples of evidence to support assessing and planning for a child's next steps.
- Learning journey's are accessible to parents who are encouraged to contribute.
- Planning is shared with parents and visually displayed in each room for parents to view.
- Daily communication and regular parent's evenings facilitate dialogue between parents/carers.
- 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 work alongside the specialist services involved with a child and welcome them into the nursery.
- We have links with our local Children's Centre and can sign post you to support families to services available for example, drop in speech and language sessions.

What the setting provides

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

- Key person input providing an excellent enabling environment, differentiated activities, targeted support for children's individual needs and interests.
- Specific targeted work within an individual or smaller group of children.
- Specialist support and implementation of advice where a child has been identified by the parent/key person/class teacher/Inclusion Manager as needing more specialist input e.g. a Speech and Language Therapist, Inclusion teacher or Educational Psychologist, etc.
- For Children whose learning needs are severe, complex and lifelong the professionals involved, may recommend an application for an Education, Health and Care Plan for your child.

Observational assessment linked to the EYFS and 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.

On-going partnership working with parents and other professionals involved with the child/family supports the decision making process.

All staff have accessed child development training and have experience of working with children within the Early Years age range.

The SENCO advises on the process of applying for additional support through the local authority and IDSS funding process which identifies the level of need based on the evidence submitted from the nursery and other professionals working with the child/family.

Reports from health care professionals or others working with the child and family are used to plan support within the nursery. The SenCo, the IDSS Inclusion Teacher or other professionals working with the setting support the decision making process linked to planned targets for the individual child.

AEN funding (Additional Educational Needs) is used to provide additional resources or to adapt provision

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, IDSS Inclusion Teacher.

With parent's permission advice can be sought from the IDSS Teacher through a request for guidance (RFG)

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

Policies are shared with parents on admission which promote inclusion

What the setting provides

- Observational assessments along with assessment systems such as the 2 year old progress review ,which are all linked to the EYFS ages and stages of development, are used to monitor each child's learning and development. These are shared with parents.
- Daily contact with each child's key worker takes place on arrival/ departure and parents are welcome to tell us of their child's progress, providing opportunities for two way dialogue .Telephone calls/email are used if parents work and are unable to bring/collect child from nursery.
- We hold regular parent's meetings and parents are involved in identifying needs, information sharing, identifying targets and next steps for home and nursery.
- Children under the age of 3 years are provided with daily record and information sheets detailing the activities and routines of the day and how each child has responded. Children in Pre-school have a weekly diary which details the main activities of the week and which parents are invited to contribute to, adding achievements a child has made at home and giving opportunity to reflect on and review the learning that has taken place
- Regular parent events give the opportunity to build relationships between home and nursery.
- Newsletters are produced and emailed and notices are displayed to keep families up to date regarding provision and children's successes and experiences.
- We have 'magic moments' boards which are designed so that children can share those 'wow' moments, achievements that happen when they are not at nursery. This enables practitioners to build the whole picture of a child's development and review progress.

Transitions

What the setting provides

- On induction to the setting the key person and parents share information about the strengths and needs of the child.
- Parents 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 child (TAF) is called by the SenCo and held with parents to discuss a child's needs and ensure appropriate provision is in place before they start nursery.
- 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 forms a relationship of trust and support with the parent 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 appropriate, practitioners may access training related to a child's needs before they attend the setting. Meeting with the Health care professionals helps the child's transition into the setting. Ensuring any relevant documentation is shared e.g. previous TLPs, paediatric reports, to ensure appropriate planning is in place.
- Where a child is transitioning to school or moving on to a new setting, the child's new key person 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, their views and feelings can be shared through photographs reflecting what they have done, achieved and enjoyed. Learning journeys, TLPs, EYFS assessments and other relevant documents are passed on to the receiving setting.
- Photo books may also be created of the new setting /school that the child can share with parents / 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.

Staff Training

What the setting provides

- A comprehensive team training plan and process is in place with aspects included on the annual company development plan.
- All core staff are experienced working with the Early Years age group and 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 have specific training on Signalong, Speech and Language courses and medical needs such as epi pen use.
- The Manager/SENCO have a wide and extensive range of experience and attend training and local cluster meetings to keep knowledge and understanding up to date. The information at these meetings is then cascaded to other staff through staff meetings.
- We have experience of working with IDSS 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 parents and sign posting to training.

Further Information

What the setting provides

- The first point of contact within the setting is a child's key person.
- Our company ethos and aims, along with our open door policy promotes respect, equality and inclusion .
- Information about Key members of the SMT is available on the company website and discussed with parents 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 and company SenCo are available to offer advice and can signpost parents to other professionals that may be able to help such as the health visitor, children centre staff, IDSS Inclusion teacher and Speech and Language Therapist (SALT).
- The setting has a named practitioner for behaviour management and also accesses support for parents from their Inclusion Teacher with parental permission.
- 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 transparent concerns and complaints procedure is in place and is communicated to parents.