



**SEN and Disability**  
**Local Offer: Early Years Settings**

Name of Setting: **ASHBRIDGE at MAXY FARM**

<b>Setting Name and Address</b>	ASHBRIDGE at MAXY FARM		<b>Telephone Number</b>	01772 733312
	SANDY LANE COTTAM PRESTON PR4OLE		<b>Website Address</b>	www.ashbridgeschool.co.uk
<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>	
	X			
<b>What age range of pupils does the setting cater for?</b>	3 months to 4 years			
<b>Name and contact details of your setting SENCO</b>	JULIE FAZACKERLEY julie.fazackerley@ashbridgeschool.co.uk			

<b>Name of Person/Job Title</b>	Julie Fazackerley – HEAD OF NURSERY		
<b>Contact telephone number</b>	01772 733312	<b>Email</b>	julie.fazackerley@ashbridgeschool.co.uk

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>	www.ashbridgeschool.co.uk		
<b>Name</b>	Julie Fazackerley	<b>Date</b>	19/12/18

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

- Ashbridge at Maxy Farm is part of Ashbridge School and Nursery Ltd, 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 at MAXY FARM
- 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 7.00am 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.
- **Julie Fazackerley** is the HEAD OF NURSERY and nursery SenCo and **HILARY SHARPLES** is the SenCo for the organisation.

## Accessibility and Inclusion

### What the setting provides

Ashbridge at MAXY FARM is in a rural location that is currently being developed

All provision is on the ground floor with extensive facilities for open access onto a variety of outdoor play areas

Access ramps 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 age appropriate in terms of size, safety and height

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 Person system with each child having a Key Person and a co key person, enabling us to develop trusting, sensitive relationships with children and families
- Complete ongoing observational assessments on all children linked to the EYFS ages and stages of development which are considered and shared with the parents/carers and where appropriate the SenCo
- Complete a statutory 2 year old progress check on all children, share this with parents/carers 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 through a graduated approach, accessing additional support from others where necessary e.g. Speech and Language Therapist / SEND support services
- 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 parents/ carers and 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.

- 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 complex and lifelong we work with other professionals involved who may recommend an application for an Education, Health and Care Plan

## Teaching and Learning Part 1 – Practitioners and Practice

### 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 tracking and summaries are completed.
- Baseline assessments and initial induction information is gathered from parents/carers when a child joins the nursery
- Assessments- such as the 2 year old progress check and transition reports are completed
- Children's learning and progress is documented through individual Learning Journeys which contain observations, photographs and samples of evidence to support assessing and planning for a child's next steps
- Learning journeys are accessible to families who are encouraged to contribute
- Daily communication and regular meetings with families facilitate dialogue
- Key persons and the SENCO work together to ensure children's individual learning needs are considered, 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 where we are able to meet needs

## Teaching and Learning Part 2 - Provision & Resources

### What the setting provides

A range of support is considered 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.

Specialist support and implementation of advice from external agencies where a child has been identified by the parent/key person/class teacher as needing more specialist input e.g. a Speech and Language Therapist, Inclusion teacher or Educational Psychologist, etc

Observational assessment linked to the EYFS and knowledge of child development is used to identify the support that may be required

On-going partnership working with parents/carers 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 within the nursery. The SenCo, the LA SEND specialist teacher or other professionals working with the setting support the decision making process linked to planned targets for the individual child

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, SEND support.

Any activities off site 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/carers on admission to promote inclusion

## Reviews

### 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 families.

Daily contact with each child's key worker takes place on arrival/departure and parents/carers are encouraged to tell us of their child's progress, providing opportunities for two way dialogue.

Regular meetings, information sharing, identifying targets and next steps for home and nursery.

We provide daily records via online PARENT ZONE detailing the activities and routines of the day and how each child has responded. Regular parent events give the opportunity to build relationships between home and nursery.

Newsletters are produced and emailed and notices are displayed and TWITTER is used 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/carers share information about development and individual needs.

Families 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, an additional meeting is held with the SENIOR SENCO and a team around the child (TAF) may be called to discuss a child's needs and ensure our setting can offer appropriate provision to meet a child's needs.

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

"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 and funding is secured before a place is offered.

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 Head of Nursery and SENCO's 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 SEND support which aims to help 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, SEND specialist teachers and Speech and Language Therapist (SALT).
- The setting has a named practitioner for behaviour management and also accesses support for families
- 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.
- Transparent Admissions and Complaints policies are in place and communicated with families