

SEN and Disability

Local Offer: Early Years Setting

St. Andrews 2by2 and Pre-school



The Setting

St. Andrews Out of school Club is full day care provision. We are open Monday-Friday from 7.45am-6.00pm for 51 weeks of the year. We are registered, per session, for 20 children aged 2-3 years (2by2) and 32 children aged 3-4 years. (Pre-school). There are two rooms, a play area and forest area outside.

We offer flexible part time or full time places during term time using the 15 hours funding for 2 year olds and 15 or 30 hour funding for 3-4 year olds. Parents have the option to pay for sessions to extend the day.

Extended provision is also provided via our breakfast, afterschool and holiday clubs.

2by and Pre-school sessions are:

Morning 8.45am-11.45am

Afternoon 12.15pm-3.15pm

Extended Provision:

Breakfast Club 7.45am-8.45am

Afterschool Club 3.15pm-6.00pm

Holiday Club 7.45am-6.00pm

Staffing:

Manager: Head Teacher/DSL – Mrs Christina Wilkinson

Foundation Stage Leader/SENDCO - Qualified Teacher - Mrs Emma Shackleton

2by Room Leader - Miss Carrie Bennet

Pre-school Room Leader - Miss Leanne Connor.

5 level 3 Teaching Assistants.

1 Level 2 Teaching Assistant.

Qualified Level 2 and 3 Teaching Assistants from the school provision work in the Breakfast, After School and Holiday Clubs.

The Head teacher of the school is the director and overall manager. She supports the Foundation Stage Leader in the management of the business aspect of the setting and has overall responsibility.

The Head teacher and Foundation Stage teacher leads and supports the teaching assistants to provide a high-quality curriculum. The curriculum is bespoke to St. Andrew's building upon children's interest and needs to promote their all-round development and promote a positive attitude to learning.

Accessibility and Inclusion

The Building

2by2 and Pre-school are housed in a single story building. The building is wheelchair accessible from two entrances/exits. There is one accessible parking space at the front of the building. The building is accessed via a buzzer/intercom system at three entrance points. There are two accessible toilets for children or adults in the school building. There is an accessible changing area.

Furniture is modern and of a suitable height appropriate to the age group of children being taught in that room. Provision can be adapted to meet the needs of individual children with height adjustable tables in both rooms. Communication signs and symbols are used in the classrooms to support children's development with adaptations made when required.

The classrooms are illuminated by lights and natural daylight.

The walls are painted cream and the skirting and architrave is black. The flooring is blue vinyl. Some areas have carpets or rugs.

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

Information is available on the school website and in addition to this we post daily on Facebook, Instagram and X. We also use texts to communicate with parents. Policies are available in print format from school and are available on the website.

The Rooms

Our classrooms have strip lighting and there are blinds on all the windows. The walls are painted in a pale colour with display boards mounted at adult height. The display boards are backed in bright colours to stand out from the pale walls. The floors are blue vinyl. Rugs are used in all the rooms to make comfortable areas for play and relaxation.

Furniture is freestanding so can be moved and rearranged to make space for specialist equipment or to ensure the rooms are accessible for children using walkers or wheelchairs. The tables and chairs are height adjustable. The sand and water trays are also height adjustable. For children's toys/resources, storage units are all at children's heights. 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. In each area sign vocabulary is displayed so practitioners can refer to it when supporting children in play. Communication signs and symbols are used when required to support children's needs. Toys and resources are appropriate for children aged 2+ and 3+.

The Outdoor Environment

Our outdoor environment consists of the following areas: large tarmac area, small grassed area, forest area and large field with a wooden pirate ship, story chair and hobbit house.

The tarmac areas are even and are suitable for children who use walking frames or wheelchairs. The grassed areas are generally flat but there is some natural unevenness in the ground. The forest area is regularly maintained with bark flooring and tarmac paths. There are 2 large wooden play sheds with a mud kitchen and construction area.

Resources are available on a daily basis and are chosen and adapted to suit the needs of the children attending the 2by2/Pre-school.

Identification and Early Intervention

Children's progress is closely monitored in our setting. Each child has their own class dojo portfolio which includes observations of them in 2by2 and Pre-school. Via the class dojo app parents can access their child's profile on a daily basis, add their own observations and comments about their child's learning.

Although the child's key person is available to talk with parents at the beginning and end of sessions, we make arrangements for the key person to meet with parents twice per year to discuss progress and any concerns. Additional appointments can be made outside of these times to discuss any issues in more depth. 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 Foundation Stage Leader or Head teacher to make arrangements to be released from the room at a convenient time to meet with them.

We undertake the 2-3 year progress check. This is a requirement of the Early Years Foundation Stage (EYFS) and is done for all children in this age group. The EYFS requires us to report to parents on their child's 2-3 year progress check; discussing and identifying strengths as well as concerns.

From our ongoing assessments, information 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 and is recorded on our intervention records. 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 portage or 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 Policy provides the context for supporting children through these 'next steps'. This is referred to as the graduated response. Our SEN Policy is available in print format from the school office or on our website.

In our setting we use provision mapping to identify ways in which we support all children in

the setting. 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 mapping in setting. We use individual provision mapping to identify ways in which children can be supported.

Teaching and Learning Part 1 – Practitioners and Practice

Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult-led and child-initiated activities. Staff respond to each child's emerging needs and interests, guiding their development through warm, positive interactions.

We aim to create an attractive and stimulating learning environment where children feel confident and secure and challenged. The children have daily access to an indoor and outdoor environment that is set up in discrete areas of learning with planned continuous provision. Effective learning builds and extends upon prior learning and following children's interest.

Play based learning is paramount and children direct their own learning from carefully planned opportunities provided by staff. Staff will enhance play and extend as needed to further individual learning. In Planning and guiding children's activities staff will reflect on the different ways that children learn and reflect these in their practice.

Staff plan activities and experiences for children that enable children to develop and learn effectively. In order to do this, staff working with the youngest children are expected to focus strongly on the 3 prime areas. Staff also take into account the individual needs, interests, and stage of development of each child in their care, and use this information to plan a challenging and enjoyable experience

In the 3-4 age phase the prime areas continue to be a focus but there is an increasing balance between focusing on supporting children's development in these areas and the specific areas.

The classroom environment is attractive, stimulating, inviting and fully accessible.

The areas of continuous provision are fully accessible, well-resourced and kept interesting through the use of enhancements. Children's progress and development are monitored through "On Entry" assessments and end of term assessments. Our planning ensures that work is differentiated for specific children to ensure they have full access to the curriculum. For some children a greater level of differentiation is required because they have additional or special educational needs. Our staff 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.

2byTwo and Pre School have a key worker system. Each member of staff has a group of children for whom they are particularly responsible for. The child's key worker is the person who works with parents to make sure that what the practitioners provide is right for the child's particular needs and interests. Parents are able to speak to their child's key person, foundation stage leader or head teacher at any time if they would like further information or advice about supporting learning at home.

Early identification of special needs is crucial to enable staff to support the development of

each child. Concerns are always discussed with parents/carers at an early stage and the 2by2/Preschool SENDCO is called upon for further information and advice. Appropriate steps are taken in accordance with the school's Inclusion policy for SEND. Our SENDCO has a sound working knowledge of the children in provision and is available to staff and parents for advice and support.

Once children are identified as having an additional need the SENDCO draws up an intervention record and Targeted Learning Plan (TLP) along with the child's key worker. This is reviewed every half term and new targets are set as and when necessary.

We consult with the children to express their views about their learning through talking and interaction. The majority of our information regarding children's views comes from close observations of their play and interactions. We tune in on children's specific interests and use these in our planning to develop their learning

Teaching and Learning Part 2 - Provision & Resources

2by2 and Pre-school have highly experienced staff so the children can benefit from frequent high quality interactions both individually and in small group work.

We make use of our key worker system for specialised knowledge of the children, building on the close relationships that they form with the children in their groups.

We use planning meeting time to identify vulnerable children and make plans for all of the children's learning in order to provide a consistent approach.

As the need arises we work with outside agencies such as Portage, Speech and Language Therapy, our Inclusion Teacher, and the Educational Psychologist. We can access support from our link health visitor, a play therapist and family support worker. We always endeavour to do the best we can for every family and child.

We differentiate for children in our planning so that all children can take part in the activities provided. We make reasonable adjustments where possible, focusing on solutions rather than problems. Parents are involved in reaching these solutions.

Parents are involved as partners in learning. Through our Open Door Policy we are available to help and listen to ideas and suggestions. We provide talks and workshops for parents on aspects of the Early Years Foundation Stage (EYFS) and how to support their children's learning and development at home. Class Dojo has information that is updated daily with things such as letters and details of ongoing events at school and in the community.

Each age phase is provided with resources that are developmentally appropriate for that age group. 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 with younger or older groups. Where children need resources that are not usually available in our setting we endeavour to access these from loan facilities, support services or buy 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 and their room leader. For some children it may be the case that at specific times of the day they require additional support. As a setting we endeavour to make reasonable adjustments provide this as detailed in children's individual provision maps. We look to provide additional support flexibly using supernumerary staff if this is appropriate.

Transitions

Before children start attending our setting we encourage parents to bring them for visits, though we appreciate that this is not always possible. Initially this may just be for the child to have a look around the setting with their parents and talk to staff about their child's needs. We then plan with the parents some opportunities for the child to visit the nursery and spend a short amount of time in the age phase room they will be joining. There is an Induction Procedure that can be adapted to meet children's individual needs.

We have a comprehensive transition policy and procedure which we follow when children are ready to move age phases, leave pre-school to attend a different setting or move on to school. This is available to parents within our setting. 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.

Other transition procedures include:

Key worker transition meetings to share:

On Entry or half termly Assessments

Intervention records/Targeted Learning Plans when required.

2 year old development reviews.

Children attend sessions in Pre-school from 2by2 supported by their key worker. Children attend their primary schools' induction sessions. Meet the key worker session for parents when moving from 2by2 to Pre-school

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 phone if they would like to check in on their child.

Staff Training

Most staff in our setting are qualified to level 3 or above, with 1 staff qualified to level 2. The Foundation stage leader is a qualified teacher. We have a regular programme of supervision and appraisals for all staff. We value opportunities to support their further professional development and they are encouraged to seek this and are provided with opportunities for this.

Within our setting, staff have completed the following training courses:

Paediatric First Aid

Managing behaviour in early years settings

Designated Senior Lead/ Back up Designated Senior Lead for Child Protection

Safeguarding and Child Protection

Prevent Training

ASD Awareness

Makaton Training

As a setting, we also seek to support all staff to further develop their knowledge and understanding of a range of additional and special educational needs.

We also make use of the Local Authority's Children First website to access information and elearning modules such as Early Help Assessment training.

Further Information

Parents can talk to the Head teacher either at school, through email or on the phone. St. Andrew's out of school club is an Ofsted registered provision and we are required to have a procedure for dealing with complaints. This is available in the setting and on the website.

Should you require any further information please contact the school on

Tel: 01254 231279

email: office@st-andrews.lancs.sch.uk

head@st-andrews.lancs.sch.uk

Web: https://www.standrewsprimary.com/

Visit us at:

St. Andrews CE Primary

Springfield Street Oswaldtwistle

BB5 3LG