



SEN and Disability
Local Offer: Early Years Settings
Name of Setting: Rivington Childcare



INSERT LINK HERE

Setting Name and Address	Rivington Foundation Primary School, Horrobin Lane, Rivington, Lancashire, BL67SE		Telephone Number	01204 69 69 51
			Website Address	www.rivington.lancs.sch.uk
Does the settings specialise in meeting the needs of children with a particular type of SEN?	No	Yes	We have had experience of children with ASD, ADHD, speech and language difficulties, with past experience of sight impairment, Cerebral Palsy & epilepsy, Staff in the setting have expertise in working with children with the above difficulties and access appropriate professional development courses where necessary. We work alongside other agencies to provide the best possible learning experience for all children.	
	No			
What age range of pupils does the setting cater for?	2 – 5 Rivington Little Oaks Preschool			
Name and contact details of your setting SENCO	Heather Whittaker 01204 69 69 51			

Name of Person/Job Title	Amanda Davies EYFS Manager		
Contact telephone number	01204 696951	Email	adavies@rivington.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			
Name	Heather Whittaker	Date	Updated 17-10-2017

Please return the completed form by email to:

IDSS.SENDReforms@lancashire.gov.uk

The Setting

What the setting provides

Rivington Foundation Primary School is situated in a rural setting and the EYFS is judged to be outstanding in all areas by OFSTED. The school is set in the small village of Rivington at the side of Rivington Reservoir. The preschool join with the reception class to make a Foundation Unit and share a classroom and staff; this ensures continuity of care. Although the school is built on a sloping site with differing levels within the building all areas can be accessible for wheelchair users.

The age range we provide for is:

3 – 5 Rivington Little Oaks Preschool (Registered for 16 age 3-5)

Staffing is as follows:

EYFS Manager –	Amanda Davies
Reception Class Teacher –	Amanda Davies
Teaching assistant:	Nicki Orgill
	Tracy Grimal

SENDCO –	Heather Whittaker
----------	-------------------

Accessibility and Inclusion

What the setting provides

Although the school is built on a sloping site with differing levels within the building all areas can be accessible for wheelchair users. Reasonable adjustments were made to accommodate a wheelchair user throughout his time at the school. We have a disabled toilet, chair lift between rooms on split-levels.

All displays, policies and procedures are available for any interested parties to freely access. Information can be provided in different languages on request. If a need becomes apparent to communicate with parents and families whose first language is not English or they have additional needs, arrangements can be made on request.

The Foundation stage room are fully accessible; changes are often made to the layout of the rooms to take into consideration the special needs of individuals e.g. the rear play area has had widened pathways to accommodate a wheelchair using the fire escape route, different coloured display paper is used to assist a child with visual impairment, experts are employed to assess risk and audit the environment if it is felt a child could be at risk.

Identification and Early Intervention

What the setting provides

When a child arrives at the setting links with previous carers are made, parents are asked to complete the "All About Me" book to provide information and our approachable staff ensure that parents / carers are given every opportunity to talk about any concerns they may have about their child.

Children are observed within the setting and progress measured towards the Early Learning Goals using the age related bands. If it is felt that a child is not making the expected progress parents will be invited to discuss next steps and a Targeted Learning Plan (TLP) may be put in place. If it is judged to be necessary, appropriate outside agencies such as school nurse, educational psychologist, therapists, speech therapists or early years consultants will be contacted. Parents will be involved in each of these processes.

Parents can find out more information by reading the setting's SEN policy or by asking the setting's staff to provide more information. Support for the child will initially be decided upon by the EYFS manager in consultation with parents. If outside agencies are involved the setting will follow the recommendations made. If progress towards the targets is not seen within the agreed time limits then further intervention may be seen as necessary and support for this will be sought at County level.

What the setting provides

In the EYFS children learn through play and hands on experiences. There is a carefully planned balance of child-initiated activities and adult led activities. The classroom is set out into many specific areas of provision such as sand, water, role-play, ICT, construction, painting, workshop, malleable, small world, reading and mark making. The areas are regularly enhanced following children's learning needs and interests. The children in the foundation unit have continuous access to a safe, stimulating and secure outdoor classroom in all weathers. Baseline assessments are carried out shortly after a child starts with us. The results of which are used to aid planning for each child including differentiation for all abilities. Setting staff use the child's TLP to ensure that individual needs are being met within the continuous provision in the setting. Progress is monitored throughout the year and include termly reviews.

Staff in the EYFS work closely with the rest of the school staff so ensuring a wide range of expertise, particularly in areas of SEN. Key workers can discuss strategies with the SENDCO or other members of staff who have expertise in a particular area of SEN. The SENDCO is normally the person who will liaise with external agencies and complete necessary paperwork. The settings provision map outlines how the funding is allocated to all children but with particular reference to children with additional needs. Children with additional needs at wave 2 and 3 have their own provision map linking to their Targeted Learning Plan.

Parents of children with additional needs are supported by the setting staff who will explain the difficulties their child is experiencing and give advice on how best to support their child at home. The teacher will ensure that tasks set at the right level are given to the parents to work with their child at home e.g. individual sounds, picture books, keywords or maths challenges.

Throughout the year parents of all children are invited to attend workshops on such topics as "reading with your child", "Phonics", or maths in the EYFS. Parents are signposted to other settings such as Children's Centre's for courses that may be of interest.

Children have the opportunity to express their views through Circle Time, class discussion, mind maps, questionnaires. They can tell their key worker the things that they enjoy or dislike doing during the day. The children make their own decisions throughout the day by exercising their choice over the activities they become involved in.

Teaching and Learning Part 2 - Provision & Resources

What the setting provides

As a child's special needs are recognised the setting will ensure that the appropriate resources necessary for the child's development are made available. If an outside agency recommends that a specific toy or piece of equipment would be beneficial then if at all possible this is purchased for the child's use.

On some occasions the child's needs are so extreme that the inclusion of an extra member of staff is necessary. If this is the case the setting will apply for extra funding to allow this to happen.

All children, whatever their needs, are included in trips outside school. Parents are kept informed of plans to go outside the setting and are encouraged to attend with their child.

Reviews

What the setting provides

Staff are approachable and available through an appointment system at the start and end of each school day. Home School Planners provide a daily means of communication, plus information on the School Website.

All parents are encouraged to share important information with their child's Key Worker.

Learning journeys are sent home regularly for parents to read and add to. We provide a written mid-year update report in addition to the end of year report so parents can see progress made and be informed of targets for next steps. There are three formal opportunities for parent teacher consultations in each school year. Continuous assessment and observation provide the staff with a thorough knowledge of each child's progress and attainment, and detailed records are kept. This process informs planning.

Prior to the child starting with us, and at other times in the year, parents are asked to complete an all about me book and an interest web. This helps staff to plan for each child's specific interests.

Parents are invited to complete a parent help register outlining any specific skills or interest they might have and any times they would like to volunteer in school. Regular parent volunteers are required to complete a DBS check.

Transitions

What the setting provides

Children new to the setting are invited to attend a series of taster sessions and coffee mornings with their parents / grandparents / carers. There is a required meeting for parents when all necessary information is given, setting staff and headteacher are available, PTA, out of school clubs are represented.

Children in EYFS are linked to a “buddy” in the upper juniors who write to their buddy before they start school in September.

Children who arrive from other settings where the staff have voiced a concern are visited in that setting by staff. The EYFS manager will consult with the previous setting and arrange for all relevant paperwork to be transferred. The EYFS manager may feel it necessary to visit the setting and observe the child in those surroundings.

Transition from Preschool to Reception at Rivington is seamless as the children are already in that setting with the same staff. The children who leave Rivington to attend a new school will take all transition paperwork with them and visiting staff are welcomed.

Staff Training

What the setting provides

Teaching and support staff both in the EYFS and in the main school have much experience of supporting children with additional needs and their families through their time at school. Different members of staff have experience in supporting different needs. None of the staff have a formal qualification specifically in SEND.

1 member of staff holds a BA (hons) QTS and EYPS. (Manager.)

1 member of staff holds a TA Level 3.

1 member of staff holds a TA Level 2.

The SENDCO is shared with the school and has a BSc (Hons), PGCE with QTS

The setting has a “Step into Quality Award” a “Quality Mark in Early Years” and a “Leading Parent Partnership Award.”

Further Information

What the setting provides

For further information parents can contact the school office and arrange to speak to either the Headteacher or EYFS manager.

If a parent wishes to discuss their child, or they are unhappy, arrangements should be made to speak to either their key person or the EYFS manager. If after this they are still unhappy parents are asked to follow the complaint procedure, which is available in the foyer of the foundation stage unit or the school website.