



SEN and Disability

Local Offer: Early Years Settings

Name of Setting: **Hutton Playgroup**

Setting Name and Address	Hutton Playgroup		Telephone Number	01772 612806
	Hutton Village Hall		Website Address	www.huttonplaygroup.co.uk
Moor Lane				
Hutton				
Preston				
PR4 5SE				
Does the settings specialise in meeting the needs of children with a particular type of SEN?	No <input checked="" type="checkbox"/>	Yes <input type="checkbox"/>	If yes, please give details:	
What age range of pupils does the setting cater for?	2 – 4 years			
Name and contact details of your setting SENCO	Rose Barnish 01772 612806			

We want to ensure that we keep your information up-to-date. To help us to do this, please provide the name and contact details of the person/role responsible for maintaining details of the Local Offer for your setting (this may be the SENCO, manager/supervisor or owner of the setting).

Name of Person/Job Title	Rose Barnish SENCO		
Contact telephone number	01772 612806	Email	huttonplaygroup@outlook.com

The Setting

What the setting provides

Hutton Playgroup has operated for over 25 years at Hutton Village Hall. It is a friendly, community based playgroup managed by a parents committee.

We provide high quality care and education for children below statutory school age. We work in partnership with parents to help children to learn and develop. We add to the life and well being of the local community and offer children and their parents a service that promotes equality and diversity.

We cater for up to 20 children per session of 2-4 year olds. We operate from 9 am -12.30 Monday, Tuesday, Wednesday, Thursday and Friday. We are open for 38 weeks per year following school term times.

The playgroup is held in a large hall with plenty of space for all activities and a smaller servery area where the children have breakfast and do small group work. We also have a secure outdoor play area with sand, water play, tricycles, scooters, slide, seesaws and various other play equipment. We also use this area to plant seeds and grow some vegetables, have a bird table and observe minibeasts, to name some of the activities. There is also a duck pond where the children can feed and observe the ducks.

We have five members of staff, comprising of:

Two joint playgroup managers – one of which is the SENCO

Three playgroup assistants

The staff members have worked at playgroup for a number of years and are very experienced and know each of the children in the setting well.

We also have a number of parent/grandparent volunteers. The staffing ratio along with the volunteers allows us to give time and attention to each child to interact with the children about their interests and abilities, to help the children to experience and benefit from the activities we provide and to allow the children to explore and be adventurous in safety.

Accessibility and Inclusion

What the setting provides:

The playgroup is all on one level and is easily accessed through the front double doors or through the side double doors. The building is fully accessible for wheelchairs and buggies. It has its own car park with plenty of spaces in marked bays and a designated disabled space. The setting has a separate disabled toilet which also houses a changing mat table.

All information about the setting can be found on our website, including policies, procedures and information about the setting. Hard copies are easily accessible, daily, on our information trolley. These can be easily adapted to suit any additional needs, including other languages.

We use a variety of displays, including posters, pictures and written information which support diversity.

As the playgroup is based in a community Village Hall, used by other groups, it is set out on a daily basis with the activities that are being used and planned for that day. This gives us the opportunity to meet the needs of individual children with regards to their preferences and needs.

The furniture can be rearranged daily, again, to suit and accommodate the needs of individual children. We use tables and stackable chairs of varying heights and size, which can be easily moved and rearranged to accommodate whichever activity the children are using and to allow access.

Each area of provision has a moveable trolley with easy access for the children to access the resources from the coloured trays and drawers. We use pictures, symbols and signs for the children to be able to recognise what is in each drawer and trolley.

Identification and Early Intervention

What the setting provides

Hutton Playgroup follows the Early Years Foundation Stage (EYFS) curriculum and each child is designated their own keyworker. The keyworker works and liaises closely with the parents when the child starts playgroup and during their time there. This enables the keyworker to build up a good relationship with the parents while getting to know the child, including their needs, interests and achievements, and help them to settle and be happy.

The keyworker records observations and uses photographs in the child's Record of Achievement and tracks their progress in all areas of the EYFS. Parents are also encouraged to contribute to the Record of Achievement.

Shortly after the child joins Hutton Playgroup, the keyworker will record a baseline assessment in all areas of the EYFS or the Prime Areas, Personal, Social and Emotional Development, Communication and Language and Physical Development, for a child aged 2-3 years. At the end of each term the keyworker will track the level the child has achieved that term.

For 2 year old children, a 2-3 year progress check is also completed in the three Prime learning and development areas of the EYFS and a short written summary is given to parents. This will identify any additional support required.

Teaching and Learning Part 1 – Practitioners and Practice

What the setting provides:

At Hutton Playgroup the provision for children’s development and learning is guided by the Early Years Foundation Stage:

A Unique Child:

Child development: Skilful communicator, competent learner

Inclusive practice: Equality and diversity, children’s entitlements, early support

Keeping safe: Being safe and protected, discovering boundaries, making choices

Health and well-being: Growth and development, physical and emotional well-being

Positive Relationships:

Respecting each other: Understanding feelings, friendship, professional relationships

Parents as partners: Respecting diversity, communication, learning together

Supporting learning: Positive interactions, listening to children, effective teaching

Key person: Secure attachment, shared care, independence

Enabling Environments:

Observation and planning: Starting with the child, planning, assessment

Supporting every child: Children’s needs, the learning journey, working together

The Learning environment: The emotional environment, the outdoor environment, the indoor environment

The Wider context: Transitions and continuity, multi-agency working, the community

Learning and Development:

Play and exploration: Learning through experience, adult involvement, contexts for learning

Active learning: Mental and physical involvement, decision making, personalised learning

Creativity and physical thinking: Making connections, transforming and understanding, sustained shared thinking

Children start to learn about the world around them from the moment they are born. The care and education offered by Hutton Playgroup helps children continue to do this by providing all of the children with interesting activities that are appropriate for their age and stage of development.

The Areas of Development and Learning comprise:

Personal, Social and Emotional Development

Communication and Language

Physical Development

Literacy

Mathematics

Understanding the World

Expressive Arts and Design

For each area the practice guidance sets out the Early Learning Goals. These goals state what it is expected that children will know and be able to do by the end of the reception year of their education.

The practice guidance also sets out in ‘Development Matters’ the likely stages of progress a child makes along their learning journey towards the Early Learning Goals. Hutton Playgroup has

regard to these matters when we assess and plan for their learning.

Learning through play – play helps young children to learn and develop through doing and talking, which research has shown to be the means by which young children learn to think. Hutton Playgroup uses the EYFS guidance to plan and provide a range of play activities which help children to make progress in each of the areas of learning and development. In some of these activities children decide how they will use the activity and, in others, an adult takes the lead in helping children to take part in the activity.

Assessment

We assess how young children are learning and developing by observing them frequently. We use the information that we gain from observations, as well as from photographs of the children to document their progress and where this may be leading them.

We believe that parents know their children best and we ask them to contribute to assessment by sharing information about what their child likes to do at home and how they, as parents, are supporting development.

We make an initial baseline assessment shortly after the child commences at Hutton Playgroup, using parental input and observation, and then continue to make on-going assessment summaries of the child's achievements. We use the Early Years Outcomes guidance as a tool to assess the extent to which the child is developing at expected levels for their age. We undertake these assessment summaries, in the Record of Achievement, at termly intervals and track their progress, as well as times of transition, such as when a child moves settings or goes to school.

Record of Achievement

Hutton Playgroup keeps a Record of Achievement for every child. Staff and parents working together on their child's Record of Achievement is one of the ways in which the keyworker and parents work in partnership. Your child's Record of Achievement helps us to celebrate together his/her achievements and to work together to provide what your child needs for his/her well-being and to make progress. Your child's keyworker will work with you to keep this record. To do this you and the keyworker will collect information about your child's needs, activities, interests and achievements. This information will enable the keyworker to identify your child's stage of progress. You and the keyworker will then decide on how to help your child to move on to the next stage.

Working together for your children

At Hutton Playgroup we maintain the ratio of adults to children that is set through the Welfare requirements. We also have volunteer parent helpers, where possible, to compliment these ratios. This helps us to:

- Give more time and attention to each child
- Talk with the children about their interests and activities
- Help children to experience and benefit from the activities we provide
- Allow the children to explore and be adventurous in safety

Keyworker and your child

We have a high ratio of adults to children in our playgroup (usually 1:4) which ensures that proper attention is given to the individual needs of each child. Each family has the support of a personal keyworker who will work with you to ensure your child is settled and happy. Parents are

encouraged to work closely with the keyworker to maintain their child's Record of Achievement, which enables the curriculum to be tailored to their needs.

Hutton Playgroup believes that care and education are equally important in the experience which we offer children. The routines and activities that make up the day in the setting are provided in ways that help each child to feel they are a valued member of the setting, to ensure the safety of each child, to help children to gain from the social experience of being part of a group and provide children with opportunities to learn and help them to value learning.

We organise our sessions so that children can choose from, and work at, a range of activities and, in doing so build up their ability to select and work through a task to its completion. The children are also helped and encouraged to take part in adult led small and large group activities which introduce them to new experiences and help them to gain new skills, as well as helping them to work with others.

Outdoor activities contribute to health, their physical development and their knowledge of the world around them. The children have the opportunity and are encouraged to take part in outdoor child-chosen and adult led activities, as well as those provided in the indoor playroom.

Progress check at age two

Progress is reviewed and a written summary is given to parents focusing on the three prime areas – Personal, Social and Emotional Development, Communication and Language and Physical Development. The progress check identifies the child's strengths and any area where the child's progress is slower than expected. The summary will highlight areas where good progress is being made, some additional support might be needed, if there is a concern that a child may have a developmental delay which may indicate SEN or disability. If there are significant concerns or an identified Special Educational Need or disability, a Targeted Learning Plan is developed to support the child and may lead to involving other professionals.

Hutton Playgroup's provision mapping allows for every child's needs to be met and where a child has a greater difficulty in learning than their peers or a disability that prevents or hinders a child from making use of the facilities in the setting and requires Special Educational provision, the setting will make that provision. Special Educational provision will be matched to the child's Special Educational Needs. Additional educational needs funding can be used to provide additional resources or support required

Reviewing the effectiveness of interventions in enabling children to make progress and informing the next steps to be taken as a graduated approach to support early action to address identified needs is critical to progress and improve outcomes. The SENCO, keyworker and parents will jointly decide if the child needs additional support on Wave 2. A Targeted Learning Plan will be drawn up with specific targets, support and resources required. This will be reviewed and evaluated by the set date and decisions made as how to progress i.e. targets achieved and no further additional support required, further targets set and worked on or additional support needed and sought – Wave 3. The SENCO will make a request for guidance with consent of the parents.

The keyworker remains responsible for working with the child on a daily basis. With support from the SENCO they will oversee the planning, implementation of the interventions or programmes agreed as part of the SEN support.

The effectiveness of the support and its impact on the child's progress, will be reviewed regularly. The impact and quality of the support will be evaluated with the keyworker, SENCO and

the child's parents and will take into account the views of the child. The outcomes and support, in light of the progress, development and changes needed, are reviewed and shared with the parents and the next steps drawn up.

If a child continues to make little or no progress over a sustained period, the SENCO and keyworker, with consent from the parents, will consider involving appropriate specialists.

Role of the SENCO

At Hutton Playgroup the SENCO is Rose Barnish

The SENCO:

- Ensures all staff in the setting understand their responsibilities to children with SEN and the settings approach to identifying and meeting SEN
- Advising and supporting colleagues
- Ensuring parents are closely involved throughout and that their insights inform action taken by the setting
- Liaise with professionals or agencies beyond the setting

Helping parents to support learning

All parents are informed by email, each half term, of the curriculum and anything needed to support that. For example, things to look at, items to bring in etc. On an individual basis the keyworkers will give advice on particular areas to target and supplement learning. Our SENCO will offer support and advice with parents to help plan and support their child's learning and development.

Hutton Playgroup is led by a parent committee and holds committee meetings each term with an annual AGM. Information can be cascaded to parents at these meetings along with information of relevant learning courses or where to find additional information. We also email and display information of relevance to the parents.

We have daily contact with the child's parents or carers but can also use phone calls, email, appointments or home/playgroup diary to remain in contact with parents.

The children are encouraged to express their views individually, via the parent with the keyworker and in groups. The children can use many mediums to express their views such as, conversation, puppets, role play, art work, modelling, pictures and any other way they feel comfortable. The child's views are respected whichever way they choose to express themselves.

The children are asked their views on all aspects of playgroup including their personal preferences, any activities, interests they particularly like, food, activities for the next day etc.

Planning is individual and targeted at each child. The child is rewarded with praise and award stickers for all achievements made, however small or large.

Staff and parents working together on their children's Record of Achievements, is one of the ways in which the keyworker and parents work in partnership. The Record of Achievement helps to celebrate together their achievements and work together to provide what your child needs for his/her well being and to make progress and is tailored to their needs.

This information will enable the keyworker to identify your child's stage of progress and then decide, with you, how to help your child move on to the next stage.

We use the Graduated Response system for identifying, assessing and responding to children's special educational needs. The graduated response recognises that children learn in different ways and can have different types and levels of special educational needs and Hutton Playgroup aims to overcome and reduce any potential barriers to learning.

Parents can raise any concerns they have with their child's keyworker, the SENCO or the playgroup managers, at any time. There is always at least one of these staff members to talk to at each session or you can make an appointment or telephone at any time that is convenient to you.

By using the graduated response, assessments and working with parents, we can decide together if additional advice and support is required. Additional advice and support is sought with parental consent.

All children at Hutton Playgroup are provided with an enabling environment, differentiated activities and targeted support for individual needs and interests – Wave 1 intervention.

The SENCO, keyworker and parents will jointly decide if the child needs additional support - Wave 2 intervention. A Targeted Learning Plan will be drawn up with specific targets, support and resources required. This will be reviewed and evaluated by the set date and decisions made as how to progress i.e. targets achieved and no further additional support required, further targets set and worked on or additional support needed and sought – Wave 3 intervention. The SENCO will make a request for guidance to the Inclusion and Disability Support Service Inclusion teacher, with the consent of the parents.

Reports from health care professionals or others working with the child that identify children's individual needs can be shared with the setting, with parental consent, in order to plan appropriately to meet individual needs.

The IDSS Inclusion Teacher, other professionals and the SENCO will support the decision making process linked to planned targets on the Targeted Learning Plan. The TLP will be written with parents and will include how the parents can support their child at home. Staff supervision meetings within the setting will ensure all the staff are aware of the child's needs and how to support them.

For children whose learning needs are severe, complex or lifelong, the professionals may recommend an application for an Education, Health and Care Plan.

Teaching and Learning Part 2 - Provision & Resources

What the setting provides:

When it has been decided that SEN support is required to meet the outcomes identified for the child, Hutton Playgroup uses the settings provision mapping. Provision Mapping is a way of planning support for children, within the setting, including those with SEN, by looking at the range of support and resources available. It organises the information and enables us to target support and strategies and identify any gaps. This will include equipment, resources, strategies and staffing levels. Provision can then be planned to meet those needs and track progress to improve learning and development outcomes.

The information regarding the needs, provision, strategies and resources is shared with parents to be used at home.

On-going monitoring and evaluation of provision will highlight any adaptations and enhancements to the resources needed including additional training for staff. By researching expertise in other local settings, including special schools and expertise within the Local Authority support services, we can get advice and support from these services. These adaptations can be fed into the everyday planning and practice.

Additional Educational Needs funding can be used to purchase any additional resources required or additional staffing. The SENCO sources any additional resources identified and purchases them with the AEN funds. This may include additional staffing levels. We also have volunteer parents who can support the group and allow the keyworker or SENCO to spend 1:1 time with the child individually or in small groups.

Hutton Playgroup is able to access various specialist services including: IDSS (Inclusion and Disability Support Services) Inclusion teacher, Health Visitors, Speech Therapists, Deaf and Visual Impairment Teachers, Social Workers, Educational Psychologist and any other services the child will be involved with.

Children benefit from being taken out of the setting to go on visits or trips to local parks or other suitable venues for activities which enhance their learning experiences. Staff in our setting ensure that there are procedures to keep children safe on outings. All children are included in trips and the trips are suitable for all abilities. Parents sign a general consent on registration for their child to be taken out as a part of the daily activities of the setting. The general consent details the venues used for daily activities. There is a risk assessment carried out for each venue and is reviewed regularly. A risk assessment is carried out before a trip and any issues identified are addressed. Parents and carers are involved in all major outings and the activities are planned around all children's individual needs and abilities to ensure it is accessible for all to access.

Termly plans and trip venues are discussed at the committee meetings and parental/carer expertise is requested via the registration forms and fed into planning, when appropriate.

All children are able to access all the activities at playgroup. Enhancements, adaptations and differentiations are used to ensure every child is able to partake in each activity to their full ability by either making adjustments to the activity or providing additional adult support. This is fully considered in the planning process and during the activity.

Reviews

What the setting provides:

Hutton Playgroup works in partnership with parents during their time at the setting. The Record of Achievement helps to celebrate together their achievements and work together to provide what your child needs for his/her well being and to make progress and is tailored to their needs. The keyworker tracks the child's progress at the end of each term and records this.

Parents can talk to the keyworker, SENCO or playgroup managers on a daily basis. They can also telephone or email the setting or make an appointment that is more convenient. A home/playgroup diary can be used if the parents are not able to visit regularly. The keyworker will share daily information and the parents can write their comments in the diary.

As the playgroup is led by a parent committee, this is another opportunity for parents to meet with staff members.

The setting records a general EYFS tracking document alongside the individual EYFS tracking documents in the children's Record of Achievements. It will highlight the progress made and any area where a child is not making the expected progress. The SENCO is available on a daily basis to liaise with the keyworkers to discuss any areas of concern they may have regarding a particular child. This enables any concerns to be detected and support put in place, as needed.

The keyworker will also discuss the next steps with the parents and ask for their input, alongside with how the parents can enhance the child's development and learning at home.

We encourage parents and carers to be involved in the playgroup in many ways. They can help in the kitchen, be involved in specific activities and particularly share any specialist interests or expertise they may have.

As a registered charity we have regular fundraising events and welcome parents to be involved in the planning and running of these events.

Transitions

What the setting provides:

Before a child starts to attend the setting, we use a variety of ways to provide parents with information. This includes written information (including our prospectus and policies) displays about activities in the setting and meeting the parents and child. During the half term before a child is enrolled, we provide opportunities for the parents and child to visit the setting and spend some time there. We use the pre-visits to complete the registration records, discuss any concerns and answer all questions or queries.

When a child starts to attend, we discuss jointly the best way to settle the child into the setting. The parents or carers are encouraged and welcomed to stay for as much of the session as they want, gradually taking time away from their child, increasing this as and when the child is able to cope. Some children take longer than others to settle-in but the keyworker and staff will work with the parents to help the child feel happy and settled.

Transition is always an important time for children, whether it be moving to a new setting or moving on to school. We invite the school or other setting to come and visit Playgroup to meet the child and the keyworker. The keyworker will exchange information about the child's learning, development and any specific needs, including our transition profile document. An access action plan will be used for needs that require more significant planning. The SENCO can attend meetings and share targets on the Targeted Learning Plan and review meetings.

The child will visit the new setting or school several times to help them to get used to it gradually. We also use stories, role play, school uniforms, and photo stories to help them to feel comfortable about the move.

A transition document including EYFS assessments and other relevant information are completed, including the views of the parents, and passed on to the receiving setting.

Staff Training

What the setting provides:

The staff at Hutton Playgroup are all very experienced in Early Years and child development and have worked at the setting for a number of years.

All staff are trained to NVQ level 3 or equivalent. Two staff members are also experienced primary school teachers.

The SENCO is trained in:

SEN in Early Years

I-Can Learning Together – Working Together

Promoting Positive Behaviour

Disability and Discrimination

CAF Training – Level 1 and 2

Signalong

The staff have experience of working with children with SEND including, Autism, Hearing impairments, Visual impairments, Speech and Language disorders and several physical disabilities.

All staff have a first aid qualification.

The staff continue to keep up to date with various forms of training including in-house, external courses and on-line training.

Further Information

What the setting provides:

For further information please contact:
SENCO /Playgroup Manager– Rose Barnish
Playgroup Manager – Sue McGarrie

Tel: 01772 612806
e-mail: huttonplaygroup@outlook.com

Hutton Playgroup
Hutton Village Hall
Moor Lane
Hutton
Preston
PR4 5SE

Parents can contact the child's keyworker, the playgroup managers or SENCO to discuss anything about their child.

We also have an external dance teacher attending playgroup weekly

If you are unhappy, please speak to any staff or committee member, and hopefully we can rectify your concerns promptly.

Hutton Playgroup does operate an 'open door' policy so you are free to call into the playgroup at any time.

There is always at least one member of staff available to talk to at any time, particularly at drop off and pick up time. Please feel free to make an appointment that is more convenient to you.

You can use whichever format you choose to contact staff including: phone, text, e-mail, letter/note, home/playgroup diary.

We are happy to talk with parents at any time.