SEN and Disability
Local Offer: Lancashire Children's Centres
Name of Children's Centre: Oak Tree, Lytham and Weeton
The Special Educational Needs and Disability (SEND) Reforms will place a statutory requirement on early year's settings, from September 2014, to make information available to parents about how the setting supports children with SEND. Currently it is not a statutory requirement for children's centres to produce this information although this would support good practice to have this displayed and available for parents and carers to review. The information provided in this template will form the basis of your children's centres Local Offer.

This Local Offer template is designed to help pull together information so that parents/carers of children with Special Educational Needs (SEN) or disabilities know what support they can expect if their child attends the children's centre. The children's centre Local Offer can be published on your centre website. The website should include the name and contact details of your SENCO along with the web link to your Local Offer and or the Local Authority link:

www.oaktreechildrenscentre.co.uk

The questions in the template are intended as prompts and reflect key issues indentified by parents/carers and would like to know more about, when deciding which services and activities could best meet their child’s needs. You may also wish to consult with your centre users about what to include in your Local Offer.

In developing your Local Offer you should be mindful that there is a requirement for a feedback facility to be available and for responses to be given to feedback received.

Currently it is not required to email your Local Offer onto the IDSS Reform address.

When saving your local offer please use the following format:

Local Offer – Children's Centre/Group Name:

<table>
<thead>
<tr>
<th>Children's Centre Name and Address</th>
<th>Telephone Number</th>
<th>Website Address</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oak Tree, Lytham and Weeton Children's Centre, Sydney Street, St Anne's, Lancashire, FY8 1TR</td>
<td>01253 781571</td>
<td><a href="http://www.oaktreechildrenscentre.co.uk">www.oaktreechildrenscentre.co.uk</a></td>
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</tbody>
</table>

- Does the centre specialise in meeting the needs of children with a particular type of SEN? No
- What age range of children does the centre support? 0-5 years and siblings,
<table>
<thead>
<tr>
<th>centre provide services/activities for?</th>
<th>Courses 0-11 years – parents/carers</th>
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</table>
| Name and contact details of your centre SENCO | Miss Emma Radford  
Emma.radford@alancashire.gov.uk |

Please provide the name and contact details of the person/role responsible for maintaining details of the Local Offer for your children’s centre (this may be the SENCO, senior manager/ head of centre).

| Name of Person/Job Title | Miss Emma Radford  
Outreach Worker |
|--------------------------|-----------------|
| Contact telephone number | 01253 781571  
Email | Emma.radford@lancashire.gov.uk |

**Promoting Good Practice and Successes**

The Local Offer will give your setting the opportunity to showcase any good practice you have around supporting children with Special Educational Needs/Disabilities to achieve their full potential. If you have any examples of good practice or success stories, we would encourage you to include these on your Local Offer web pages. For reasons of confidentiality, please ensure you do not use any personally identifiable information when using case studies to illustrate your children’s centre experiences of supporting children with SEND.
<table>
<thead>
<tr>
<th>The children's centre</th>
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</thead>
<tbody>
<tr>
<td>- What type of children's centre is it? (stand alone, part of a group, Top 30% or LDA, )</td>
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<tr>
<td>- Does the children's centre have early year's childcare provider on the same site?</td>
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<tr>
<td>- What age group does the children's centre provide services and activities for – 0-4, 2-3, 3-5, 5-11 before/after school clubs etc?</td>
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<tr>
<td>- How many children are you registered to take in which age groups? How are the age groups organised?</td>
</tr>
<tr>
<td>- Who are the key staff? (outreach support, centre teacher, centre manager, SENCO)</td>
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What the children's centres provide? Oak Tree is an LDA Children Centre based in St Anne's in Fylde. The two other centres Lytham and Weeton are sites of delivery from Oak Tree.

Oak Tree is part of Lancashire's WPEH Service (Well Being Prevention and Early Help Service)

Oak Tree Children's Centre is based on a shared site with Social Care and WPEHS (Young Peoples Service).

Services and activities are mainly for under 5 years, however the centre has always supported parents with their children with additional needs both in the under 5 years and at primary school through courses for parents/carers/outreach support/activities specific for additional needs or family activities in the holidays.

All sessions are accessible and inclusive for parents with their under 5 years to meet their developing needs.
Sensory room is available at Oak Tree and Lytham

Families are asked to register with Oak Tree to access services.
## Accessibility and Inclusion

- How accessible is the children's centre environment?
  - Is the building fully wheelchair accessible? Do you have accessible parking spaces? Have there been improvements in the auditory and visual environment? Are there accessible changing/toilet facilities? How do you improve access to the children's centre?

- How accessible is your information - including displays, policies and procedures etc.
  - Do you have information available in different font sizes, audio information, Braille, other languages etc. How does the children's centre communicate with parents and families whose first language is not English? How information is made accessible to parents and families with additional needs?

- How accessible is the provision?
  - How is the room organised, how can it be changed to meet the needs of children with SEND? How do you make use of resources such as symbols, pictures and sign graphics to support children's access to resources? Do you have furniture such as height adjustable tables or alternative ways of presenting activities so that children can access them?

### What the children's centre provides?

Oak Tree Weeton and Lytham have all been purpose built and have easy access, disabled toilet facilities and either sensory rooms or sensory equipment available. There is access to outdoor provision at each site.

Oak Tree has a ramp facility in the rear car park if required by service users there are no designated disabled or parent child spaces.

Lytham is accessed from the YMCA car park which has disabled parking spaces there are automatic doors into reception area.

Weeton is accessed from car park which has a path, and automatic doors.

Each centre has a baby changing facility.

- Information is readily made available to our whole community via the children's centre website and school blog, newsletters, fliers, phone calls and face to face meetings and consideration is always given to individual family needs when sharing information e.g families for whom English is an additional language. Courses are run through our Children's Centre in ESOL.

- We have some specialist equipment in our sensory room and can be used in our community room for groups.

- We are constantly reviewing our provision to ensure we are fully meeting the individual and ever changing needs of our community, ensuring that we continue to achieve the very best we can in everything we do.
### Identification and Early Intervention

- How does the children's centre recognise if a child needs extra help and how they support a parent if they think their child may have special educational needs?
  How do you identify children with special educational needs? (Refer to how you monitor children's progress - including the 2-3 year check)
  How can a parent raise any concerns they may have?
  How do you access additional advice and support? (Make reference to the children's centres SEN/Inclusion policy and how this identifies the graduated response the children's centre follows).
- How are decisions made about how to support a child?
  How do you determine and plan for additional support from within the setting? Describe the decision making process. Who will make the decision and on what basis? Who else will be involved? How will parent/parents be involved?

### What the children's centre provides

- Families are referred to us from different health and educational professionals and families may make a self-referral for support. We home visit the families to ascertain if we can meet the needs of the family through outreach support. We liaise with parents, settings, health and education professionals to look at levels of child development and how we can family support. We make families aware of local provision and sign post and or refer families to this support.
- We are involved with completing the families CAF and TAF meetings and we ensure that the families' progress and concerns are shared amongst the TAF members. Un-identified needs are addressed and other agencies are identified to work with the family.
- We support parents by ensuring that we share our best practices and we also ask parents to share information of what they do with their children that they find useful too.
- Oak Tree receive the 2 Year Integrated Review Forms from the Health Visitors as another form of identification of family support and offer targeted services that will support the specific concern identified on the form eg Speech and Language and making professionals aware of the services.
- We provide access to our sensory room for those local nurseries that do not have a sensory provision.
### Teaching and Learning Part 1 – Practitioners and Practice

- How is teaching and learning developed in children’s centre services and activities?
  - Provide a brief overview of the context of the EYFS and the requirements within it – SEN requirements within the EYFS. Organisation of the children’s centre activities – areas of provision, enhancements to areas of provision etc.
- How is children's progress and development monitored? (Baseline assessments, reviews process, parent & key person meetings, 2-3 year development check, assessment and tracking)
- What is the role of the key person for all children?
- What are the children's centres approaches to differentiation generally and for children with SEND?
- How will the children's centres provision and staff practice support a child?
  - What is the role of the key person where children have additional needs/SEND and senior staff i.e. outreach support worker, the role of the SENCO, children's centre teacher, EYTS?
  - What is the children's centre provision map and how is it used to support children learning and development? The use of TLPs to support children at Wave 2/3 of the provision map.
  - How will you match provision to the learning and development needs of a child with SEND?
- How will you help parents/carers to support learning?
  - How do you explain to a parent/carer how learning is planned and how can parent/carer help support this outside of the centre activities? Which staff has a role in this and what is that role? i.e. centre teacher/EYTS, SENCO, Key person, partners?
  - Do you offer any parent/carer training or learning events?
  - How do you find out about events provided by others and how do you let parents/carers know about them?
- How is a child able to express their views?
  - How are children encouraged to express their views?
  - What resources or activities do you use that allow children to express their views?
  - What do you ask children for their views about?
  - How are children involved in the planning of their own learning and in reviewing their progress?
What the children’s centre provides?

- Learning is developed by monitoring each child individually through family or within group activities that the family have accessed. This is linked closely with information provided by parents, professionals and meetings attended by staff, such as, TAF’s (Team Around the Family). From this information activities are planned to build on specified areas of learning. This ranges from limited or no speech, global development delay etc. By targeting these specific areas from each individual child we have seen improvements in speech and communication and an increase of the children accessing more areas of provision. For those families who are receiving outreach support we will work alongside the family to complete a development tracker.

- Qualified staff and volunteers support families through outreach to access community and children centre activities. Identifying specific needs of each child and adapting EYFS planning to reflect and include each child.

- We arrange to have information sessions such as Contact a Family who provided a 5 week course for our families with children with additional needs. This covered behaviour, sleep, benefits and Relaxation for parents and Making Sense of Additional Needs 5 week course around informing preparing parents and children for transition between home to nursery and beyond and support with knowing your rights as a parent of a child with additional needs.

- We encourage our families upon identification of a child with an additional needs to register for the FIND newsletter as this is a way to keep up to date with local information and other specific support groups.

- We also host the Fylde Parent Carer Forum at Oak Tree regularly. We continue to inform parents of these meetings through outreach work, advertisement and other agencies.

- Oak Tree has strong links with other children's centres in Fylde and share resources and our SENCO supports the rest bite group held at Pear Tree for Fylde families.

- Children are encouraged to make choices, from the activities they choose to access, to having a song bag (where they make a choice of what song to sing from picking a particular toy) and story sacks. At snack time, children are offered healthy choices of milk and water and a range of fruit etc.
## Teaching and Learning Part 2 - Provision & Resources

- How is the children's centre resources used to support practitioners to meet children's special educational needs?  
  How does the children's centre determine what resources are available to support them in meeting the needs of children with special educational needs and disabilities?  
  If resources are required how are they sourced and purchased?  
  If additional staffing is provided, how is this organised?  
  How do you work with other professionals e.g. making key staff available to meet with/spend time with other professionals visiting the child?  

### Provision Mapping

- What specialist services and expertise are available at or accessed by the children's centre?  
  Are there specialists staff working at the children's centre and what are their qualifications?  
  What other services does the children's centre access including education, health, therapy and social care services?  

- How is a child included in activities outside the children's centre including trips?  
  What adjustment will you make to ensure a child is able to access the activities of the children's centre and how will you assist him or her to do so?  
  How do you involve parents/carers in planning activities and trips?
What the children's centre provides?

- We have access to a sensory room at Oak Tree CC and Lytham CC which can be booked throughout the week. This can also be accessed by local providers who do not have this provision at their settings.
- The centre is flexible within our timetable and resources to reflect the needs of our families at any given time. We have delivered groups specific to additional needs during the holidays and after school. Outings to Space Centre, Holly Farm and they have been supported to access all trips that the centre offers as a family with siblings.
- Opportunities for parents to form self-help groups such as the Parents from the first Making Sense of Additional Needs Course formed a local support group – The Breverton, which we continued to support. This group was instrumental in providing information to LCC about the needs of children accessing Play provision in the community at Parks in Fylde.
- Oak Tree has a range of equipment and resources. If specific items are required then we would endeavour to access them through the parent/other C/C's or contacts such as Blenheim House CDC.
- Staff attend and coordinate multi-agency meetings and may provide practical support to parents with their child, or siblings in order that they access appointments, such as fittings for specialist pushchairs in Preston, choosing nursery provision for their child with specific needs. Enabling parents/carers to access local amenities such as the park by going with them or providing a volunteer support.
- Oak Tree acts as a hub for parents/carers for all children's needs -providing information /signposting/ developmental play opportunities to enhance and encourage developmental stages for children under 5 years who do not attend a specialist school, but are in the Fylde community.
- Staff each have a recognised child care qualification, and in addition two staff are Early Years professional Practitioners. Individual staff have a wealth of knowledge and are trained in the delivery of courses including Positive Parenting, Family Links, Speak Easy, and Incredible Years. Many of the staff have additional roles such as SENCO (Special Educational Needs Coordinator), Breast Feeding champion, Speech and Language Champion.

Reviews

- How do parents/carers know how their child is doing?
  In addition to the normal reporting arrangements what opportunities are there be for parents/carers to discuss their child's progress with the staff?
  How does the children's centre know how well a child is doing?
  How will parents/carers know what progress their child should be making?
  What opportunities are there for regular contact about things that have happened at in the children's centre e.g. a home book, learning journey,
- How will parents/carers be involved in discussions about and planning for a child's education?
  How and when will parents/carers be involved in planning a child's education?
  How are parents/carers involved in the centre more widely?
What the children's centre provides?

- All Outreach work is completed with parents/carers with their consent – on a CAF, about their child’s needs and that of their family. Work is reviewed every 6 weeks and a plan readjusted.
- Children on Child in Need /LAC (Looked After child) and CP (Child Protection) are on plans to meet their needs led through Social Care.
- Development Trackers are completed with parents.
- Information is shared with consent from practitioners.
- Staff support parents/carers in their children's educational needs – from accessing preschool settings to primary schools. Referral made to Parent Partnership service if required.
- All parents have an opportunity to provide Comments Complaints Compliments.
- Parents Carers can inform staff through feedback at the end of activities, groups or in a comments book.
- Oak Tree has asked parents to contribute to the development of services through Family Matters, Advisory Board, Individual feedback, Thank You Cards, Letters posts on Web page .Group Feedback, Fun Family sessions.
- Parents/Carers and children can choose to be involved in e.g. Fundraiser Coffee Morning, St Anne’s Carnival, Fun events, Soft Play at local providers with their children.
## Transitions

- How does the children's centre prepare and support a child to join the centre activities, transfer to a new setting or the next stage of education and life to ensure his/her well-being?
- What preparation is there for the children's centre, parents/carers and the child before he/she joins the centre activities and services?
- How will a child be prepared to move onto the next stage?
- What information will be provided to a new setting?
- How will a new setting be supported to prepare for a child? (Use of access action plans when children have known needs that may require more significant planning)

### What the children's centre provides?

- Oak Tree have supported individual families in the transition process from preschool settings to primary school to high school.
- Oak Tree have delivered a Getting Ready for School group for targeted children requiring some extra support in the preparation for school.
- Local Preschool Settings whom we link to support the child whilst at their setting and some on school sites have a planned introduction transition into primary school.
- Pre School settings inform Primary Schools of child's needs prior to commencement at school. Oak Tree are present at all introductory sessions for reception parents at Primary School with additional information of services at Oak Tree.
- Lead Professional may change from the TAF (Team around Family) and is transferred to most appropriate setting for seamless transition for child.

## Staff Training

- What training have the staff supporting children with SEND, had or are expected to have?
- What number of staff holds what level of qualification?
- How many staff are in training to move up to next level?
- What level is the manager, SENCO, outreach support worker trained to?
- Do you have any/how many staff with EYPS?
- What experience does the staff team have of children with SEND? This should include recent and future planned training and disability awareness. In house and external training and ‘on the job’ experience including input from external professionals that has resulted in staff being ‘skilled up’ in particular areas.
- Are there any staff (e.g. across district centres, or other services) that are available to support you? What qualifications/experience do they have?
- Does any staff have any specialist qualifications?
- Is the children's centre recognised/accredited as, for example, an 'ICan’ children's centre or does the setting have other quality assurance recognition related to SEND?

### What the children's centre provides?

- The Extended Service Manager is trained to a level 4 and has a childcare and SW qualification, and a basic young person's qualification.
- All outreach staff have a basic childcare qualification to level three or four
- Individual staff have specific training in the delivery of services such as Tatty Bumpkins, My Mum and Dad Argue a lot, Baby Moves etc.
- All staff undertake ongoing safeguarding training, and are Paediatric first aid
trained.
- All staff complete e learning modules Health and Safety, Risk Assessments, etc.
- Two staff have Early Years Professional status
- Two staff member have a Social Work qualification
- Individual Staff undertake training on a vast range of topics such as Toxic Trio, Safer Sleep Perinatal Mental health awareness, Oral health, baby massage, Solihull approach, behavioural courses, Making Sense of Additional needs, CAF training, etc.
- Staff have strong links with Fylde Children's Centres and managers meet regularly to discuss services, changes, and deliver joint training sessions to ensure consistency and standards are maintained and services not duplicated on the same day to, provide more opportunities and choice to access activities locally for their child.
- Oak Tree staff routinely consider their personal training needs in supervision and at appraisal.
- Oak Tree has strong links with local settings and provides a local base for all Early Years Settings and Childminders to access training from by LCC and other provides such as Paediatric First Aid, Safeguarding level 1 and 2, etc.
- Managers at Pear Tree and Oak Tree Children's Centres trained all local settings in initial CAF roll out as CAF champions.
- SEND training was organised at Lytham C/C –based on need.
Further Information

- Who can be contacted for further information?
  Who should a parent/carer contact to discuss something about their child?
  Who else has a role in the education of each child?
  Who can parent's carers talk to if they are unhappy?
- Does the setting have an open door policy?
  What opportunities exist for discussions when activities and services are being accessed?
  Can appointments be made to see specific staff at specific times?
  How can contact be made with specific staff (eg: Phone, text, email, notes, home-nursery diary etc)

What the children's centre provides?

- Oak Tree is the main base for the delivery of services at the three centres.
- Parents/Carers can contact Oak Tree on Telephone number 01253 781571 re services/outreach/groups at all sites of delivery. All staff will be able to answer initial enquiry
- Individual Outreach staff will respond as allocated worker, if they are unavailable they will contact the family as soon as possible on their return
- However they may wish to call to speak to Extended Service Manager, Sharon Sherrington if they require further assistance.
- Oak Tree follows LCC policies and procedures.
- An open door policy exists
- SENCO –Special Educational Needs Coordinator available to discuss issues-seek advice.