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/carers 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/carers to review.

The information provided in this template will form the basis of your children's centres Local Offer.

SEN and Disability
Local Offer: Lancashire Children's Centres
Name of Children's Centre: Lancaster and Morecambe Children's Centres
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:

**INSERT LINK HERE**

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>Lancaster and Morecambe Children's Centres including: Balmoral, (Balmoral Road, Morecambe LA3 1HH)</th>
<th>Heysham, (Emmaus Road, Middleton Way, Heysham, LA3 2LL)</th>
<th>Poulton (Clark St, Morecambe, LA4 5HR)</th>
<th>Westgate (Langridge Way, Westgate, Morecambe, LA4 4XF)</th>
<th>Lune Park (Ryelands Park, Owen Road, Lancaster, LA1 2LN)</th>
<th>Firbank (Firbank Road, Lancaster, LA1 3HL)</th>
<th>Carnforth (The Carnforth Hub, Kellet Road, Carnforth, LA5 9LS)</th>
<th>Halton (Next to Halton Library, Pennystone road, Halton, LA2 6QE)</th>
<th>Galgate (Ellel St. John’s C. of E. Primary School, Chapel Street, Galgate, LA2 0GS)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Website Address</td>
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Does the centre | No | Yes | If yes, please give details:
specialise in meeting the needs of children with a particular type of SEN? | yes | Children's centre staff are highly experienced in Early Identification to support children who may have additional needs. There is a specific staff team that have received extensive training to support children's Speech, Language and Communication development. The centre has a Family Support team experienced in supporting SEN families. Parent Carer Forum hosted by the Children's Centre within the district Courses and workshops hosted by the Children's Centre Parent Partnership drop-in hosted by the Children's Centre Direct links with RLI neonatal unit through the FAB project. Centre staff are also highly skilled in delivering Portage and Family Support through a specialist Play at Home programme.

| What age range of children does the centre provide services/activities for? | 0 – 5 yrs |
| Name and contact details of your centre SENCO | Christine Branscombe 01524 833644 Dawn Gosling 01524 845319 |

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 | Christine Branscombe, Early Years District Manager Dawn Gosling, Children's Centre Teacher |
| Contact telephone number | 01524 833644 01524 845319 |
| Email | Christine.branscombe@lancashire.gov.uk Dawn.gosling@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.

The children's centre

- What type of children's centre is it? (stand alone, part of a group, Top 30% or LDA, )
- Does the children's centre have early year's childcare provider on the same site?
- 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?
- How many children are you registered to take in which age groups? How are the age groups organised?
- Who are the key staff? (outreach support, centre teacher, centre manager, SENCO)

What the children's centres provide?

District Leadership team
Locality Manager: Jude Thomas
Cluster Leaders: Michelle Lynch, Janet Atkinson, Sarah Hargreaves
SENCOs: Christine Branscombe, Dawn Gosling
Extended Services Manager: Ruth Threlfall
Team Leaders: Tina Crabtree, Lindsay Udall, Gail Hope, Christine Riding, Moyna Hargest

Children in crèches are cared for by level 3 qualified staff that have been trained to a high level.

Lancaster and Morecambe Centres
Top 30%Centres: Poulton, Westgate, Balmoral, Heysham, Lune Park, Firbank
All sites have a private childcare provider on site
Phase 2 Children's Centres: Carnforth
Phase 3 Children's Centres: Halton, Galgate

The Centres cover various activities from 0 – 5yrs. They are a 'one stop shop' of services for families and young children, working in partnership with our families and other agencies to strengthen the range and quality of services available to children and families. The centres are open 51 weeks of the year and offer support and help in finding childcare, family support and health services and have established strong links with local providers who support children and families with additional needs.

Lune Park
Lune Park Children’s Centre (LPCC) forms the "hub" for the Lancaster Federated Children’s Centres.
Nippers Children's Day Nursery SENCO is Louise Shaw: 01524 844441
Parent Peer Support group, AOK, is open to children with additional needs, with or without a diagnosis, from birth to 8 years of age and provides support for siblings and other family members.

Firbank
Rising Stars Nursery SENCO is Tracy Pickup: 01524 383366
The National Autistic Society Lancaster and Morecambe branch meets monthly at FCC. This is a parent/carer support group for children, young people and adults with a diagnosis of autism or working towards a diagnosis. Children under 5 are welcome to attend the group which is held term time only on the first Wednesday of the month 10.00 -12.00 Please telephone 07500881831 or email LandM@nas.org.uk for details.

Carnforth
A 'Children Living With Epilepsy' support group takes place at CCC on the first Friday of the month, term time only. This offers a chance for children to play and for parents of children with Epilepsy or seizure related conditions to meet and chat to other parents/families. For more details contact
### 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 is information 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?

Accessible environment: Poulton and Lune Park are built over two floors and both have accessible lifts. All other centres operate on ground floor level. All centres have accessible parking spaces, accessible toilet facilities. All top 30% centres and Carnforth have medical beds that can be used for changing older children / adults as required. The children's centres are accessible either by car or on bus routes. Poulton, Heysham and Firbank have a sensory room that can be booked for use by the public. There are outside play areas at all centres, with sensory gardens in most centres. Balmoral has raised beds in their garden for accessibility. We make our venues available to other professionals to enable accessibility for their services such as paediatrician clinic, play therapy etc. We employ Polish speakers and have provided translation services in the past for speakers of other languages.

All groups are fully inclusive, with wheelchair accessible play environments. Creative use of space and attention to detail within the centres helps us provide flexible and high quality services. Resources are excellent quality and used to support learning for children of differing ages and abilities. Staff are constantly reviewing provision to ensure the changing needs of service users are met. All service delivery is child-centred with every aspect of a child’s individual needs taken into account at both
planning and point of delivery. Tables and chairs of different heights are available across the centres. Staff make skilful and creative use of resources and space within the centre and have developed systems to track and share children's learning and development with parents. All families requiring resources delivered in a way to meet their child's needs can request this of any staff member and all efforts will be made to meet these needs.

We make an effort to make our information accessible by using a variety of methods such as notice boards, television displays, printed leaflets, parents evenings, parent carer forums, facebook pages, links to pastoral meetings in schools, referrals to other professionals (with parent's consent), links to more specialised groups such as the Lego Club, Deaf group.

### 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

All our centres have a child-centred approach and fully involve parents/carers at all stages. If a parent feels their child may not be making typical progress for their age they can approach any member of staff for advice and guidance. Likewise, if a member of staff feels a child may not be making progress typical of their age, their initial response will be to share their thoughts with parent/carers. The centre has strong links with professionals such as midwives and health visitors and any concerns about a particular child would be shared, with parents consent, to access additional support. The Centres liaise with Health and Early Years Providers to support delivery of the Integrated two year old review.

If a need is identified, staff and parents/carers together will agree how best to support their child. Tailored support for children may be provided using existing resources and/or may include making use of established links with outside agencies depending on need.

In order to co-ordinate provision we will use the Common Assessment Framework (CAF) which identifies the actions to be taken by individual services and an Outreach Worker will be made available if appropriate. The Outreach Worker will co-ordinate any support package developed for the family. Parents are fully involved in decision making and how the centre supports the family, the CAF process enables parents to have their views and comments recorded.

A wide range of support can be offered for example:-

- Help with applications for funding or benefits such as Disability Living Allowance
- Support to attend medical appointments
- Developing programmes such as WellComm speech and language intervention and Chatterplay
- Developing teaching and learning programmes such as Play at Home
- Applying for portage or inclusion teacher support
- Parenting programmes
- Support to access two year old funded places
- Targeted activities such as Stay and Play in a small group with invited families
- One to one advice – behaviour, toileting, food issues, housing, contacting external professionals for further advice

All centres follow our Special Educational Needs Policy and procedures closely to support the individual needs of all children. Children's progress and development is supported through careful planning of play activities based on observation of their changing interests and needs whilst taking into consideration parents/carers unique perspective of their child's development and needs. Through our outstanding track record of family support we enable children and families to enjoy their achievements by sharing observations and celebrating their progress. All children with an identified need will be supported via Children's Centre services, liaising with children's key workers in nursery or other settings.

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?

Where there is day care provision within the centres there is strong partnership work with the nursery providers to ensure a joined up approach supports all children to achieve good outcomes within the Early Years Foundation Stage (EYFS). There is a dedicated nursery link team that links with all the nurseries in the local area providing EYFS and WellComm tracking. The centres provide a wide range of activities and consult parents regularly to see what can be offered via universal and targeted groups and family support. Health clinics run in all centres. A programme of current events can be viewed in our ‘What's on Guides’ available. The centres are represented on the Early Years Panel that looks at identified needs. The centres also offer targeted groups for families who may need additional support for their children. All groups are planned to develop teaching and learning with a strong focus on the prime areas of the EYFS, including

- speech and language, including listening skills
- physical development,
- developing social skills - turn taking, making relationships

All crèches that are run include tracking of children's development under the EYFS prime areas. Any concerns would be raised with parents.
We make reasonable adjustments to ensure that we cater for the needs of all children as required by the Code of Practice. We closely follow the SEN code of practice and have a qualified Special Educational Needs Co-ordinator to oversee provision.
The centres work closely with external professionals and seek advice from them to ensure activities reflect the individual needs of children. These may include:-

- Children’s Social Care, Health Visitors, school nurses
- Speech Therapists, Physiotherapists or Occupational Therapists, Portage
- Specialist Inclusion Teachers, local schools and other children's centres
- Individual plans are used to support children's needs.

There is a clear and established family support referral process that is well used by other professionals, this includes pre-birth from midwives and from birth including the neonatal unit at RLI.
# 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?

The centres use resources appropriate to a child's age and stage of development including sensory equipment. We are mindful of how we buy resources and ensure they are robust and of the highest quality. We have purchased furniture which is adaptable and moveable to maximise space and variety of layouts to reflect the needs of the different groups or crèches. We have a range of rooms which can be used for parent meetings, small groups and 1:1 sessions such as contact for children looked after.

We ensure our staff are trained to a high level and that specialist skills are used to children's best advantage.

Our service provision is planned to meet different levels of need. Universal sessions are open to all families and include the following;

**Stay and Play:** Indoor and outdoor play for parents and children 0 – 5.

**Baby Time:** Play for parents and babies from birth until they are mobile. Includes messy play.

**Baby Massage:** Fully trained staff show you how to massage your baby - please bring a towel.

Lune Park hosts AOK, a weekly peer support groups for parents of children with additional needs, diagnosed or undiagnosed, and siblings under the age of 8, runs throughout the year. This session offers sensory play, craft activities, physical play and support with each of these elements. External professionals, e.g. Physiotherapists and Occupational Therapists, provide support to meet individual needs. The Centre has a large number of resources available for parents to borrow, including sensory equipment, books, leaflets and information on a range of additional needs.

There is good partnership with The Loyne School.

For families who may need additional support we provide access to a wide range of professionals who may be able to help parents experiencing diverse challenges, this is arranged through TAF meetings. Services offered also include peer support groups for parents of children with any additional need, targeted sessions for parents and children, including speech and language, and the opportunity to borrow specialist sensory equipment.

Our experienced specialist staff are also able to provide intensive 1:1 support through Family Support, CAF/TAF meetings, attendance at appointments, speech and language support and Portage home visiting. We are experienced in sourcing funding for families from charities etc

We include children in all activities including trips by ensuring that the risk assessments follow the LCC guidance, we will adapt activities and the environment to meet children's needs and increase staff numbers where necessary to allow all children the opportunity to participate.

We actively seek parents' and children's views by inviting them to take part in consultations, and by giving feedback on services they have received, such as family support.

Reviews
How do parents/carers know how their child is doing?
In addition to the normal reporting arrangements what opportunities are there 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?
Parents know how their children are doing by:-

- Sharing progress / observations from crèche using 2Simple App and EYFS tracking.
- Discussions with Centre staff
- Displays document children’s learning through photographs
- Outreach worker support
- Documentation progression through targeted learning – e.g. Play at Home
- WellComm screening (speech, language and communication)
- Sharing children’s achievements e.g toileting, eating and behaviour after intervention programmes have been put in place
- TAF meetings with multi agencies
- Posters and information leaflets are available with staff trained in particular areas – Smile for Life, Healthy Heroes, safeguarding, healthy eating,
- Midwife, baby clinic and health visitor drop in
- Parents will be signposted to Speech and language Drop in if concerns are raised

Parents can be involved in the Centres in a variety of ways, including :-

- A Parent forum, which contributes to the Advisory Board
- Family consultations
- Feedback after group sessions and parent programmes
- Becoming volunteers (Homestart or Centre)
- Parent / Carer forum
- Parent run support groups
- Completing courses, some of which lead to NVQ qualifications.
- Running their own groups such as the Diagnosis Support Chill & Chat group which takes place monthly
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?

We support your child when joining our setting or transferring to another setting by...

- SENCO will arrange transition meetings with key staff at settings and meet with SENCO from new settings
- SENCO will be involved to help settle your child and make any specific plans to ensure child’s needs are met via individual plans for children
- Discussions with external professionals where appropriate
- Contribute to transition plans via CAF/TAF meetings
- Contribute to Education and Health Care plans
- Sharing assessment and EYFS trackers
- Support from outreach to look around schools and settings on accompanied visits
- Summer holiday nursery scheme for children identified as needing extra support prior to starting school.
- Attendance at school induction meetings
- Outreach workers support parents during home visits
- All about Me booklets

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?

All staff have received training in safeguarding, behaviour management, child development and speech and language. Several staff across all centres are qualified as Designated Safeguarding Officers. All
our staff have also undertaken CAF training with several senior staff qualified to deliver Safeguarding training to others. There are several CAF champions working across the district.

Staff working directly with children have NVQ level 3 or above, the majority of outreach workers are working towards the NVQ level 4 in Supporting Complex Families, or have specialist qualifications in their subject area such as Play Therapy etc.

All staff have been trained in using WellComm Speech and Language Assessment Toolkit which is used for early identification and intervention

Some staff have also received further training in:-
- Play interventions – Play at Home
- Parenting courses such as Whoops, From Bump to Birth and Beyond, Family Links, Freedom Programme, Incredible Years and Moving On
- British Sign Language and basic Makaton
- ELKLAN, Hanan and ICAN
- Solihull

SENCO is;
Christine Branscombe: B.A. Hons. Primary Education (Early Years), EYPS, NPQICL, M.A.
(Developing Practice and Management)
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 parents/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?
The centre operates an open door policy with all sites being open 51 weeks a year. Any parent with a concern or comment may speak to any member of staff or any manager if they are not happy and we will endeavour to help. Appointments may be made with any manager or member of staff during the working week. Staff are available to signpost families onto specialist agencies if needed such as Parent Partnership.

Please contact:

Locality manager: Jude Thomas
Judith.Thomas@lancashire.gov.uk

Cluster Leaders: Michelle Lynch, Janet Atkinson and Sarah Hargreaves
Michelle.lynch@lancashire.gov.uk
janet.atkinson@lancashire.gov.uk
sarah.hargreaves@lancashire.gov.uk

Team Leaders: Tina Crabtree, Lyndsay Udall, Christine Riding, Gail Hope, Ruth Threlfall, Moyna Hargest
Tina.crabtree@lancashire.gov.uk
Lyndsay.udall@lancashire.gov.uk
Christine.riding@lancashire.gov.uk
gail.hope@lancashire.gov.uk
Ruth.threlfall@lancashire.gov.uk
Moyna.hargest@lancashire.gov.uk

To speak to a member of staff, please phone:

Balmoral: 01524 413524
Heysham: 01524 853912
Poulton: 01524 833644
Westgate: 01524 409569
Lune Park: 382818
Firbank: 845319
Carnforth: 727900