



**SEN and Disability**

**Local Offer: Early Years Settings**

Name of Setting: **Lytham Lodge Nursery**

[www.lancashire.gov.uk](http://www.lancashire.gov.uk)



The Special Educational Needs and Disability (SEND) Reforms will place a statutory requirement on settings from September 2014 to make information available to parents about how the setting supports children with SEND. The information you make available will form the main basis of your setting's Local Offer.

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

<https://lcng.co.uk/>

The questions in the template are intended as prompts and reflect key issues that parents have told us they would like to know about when deciding which setting could best meet their child's needs. You may also wish to consult with your own parents 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.

When you have added your Local Offer onto your website, please complete the following details and return the sheet by email to [IDSS.SENDReforms@lancashire.gov.uk](mailto:IDSS.SENDReforms@lancashire.gov.uk)

When saving your local offer please use the following format:

LO-SETTINGNAME

eg: LO-FLUFFYBUNNIES

<b>Setting Name and Address</b>	<b>Lytham Lodge Nursery</b>		<b>Telephone Number</b>	<b>01253732757</b>
			<b>Website Address</b>	<b>www.lcng.co.uk</b>
<b>Does the settings specialise in meeting the needs of children with a particular type of SEN?</b>	<b>No</b>	<b>Yes</b>	<b>If yes, please give details:</b>	
	<b>X</b>		<b>As a setting we have supported a number of children with a range of special educational need</b>	
<b>What age range of pupils does the setting cater for?</b>	<b>0 – 5 years</b>			
<b>Name and contact details of your setting SENCO</b>	<b>Hannah Farman 01253 732757 lythamlodge@lcng.co.uk</b>			

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).

<b>Name of Person/Job Title</b>	<b>Hannah Farman Nursery Manager</b>		
<b>Contact telephone number</b>	<b>01253 732757</b>	<b>Email</b>	<b>lythamlodge@lcng.co.uk</b>

## 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 setting's experiences of supporting children with SEND.

I confirm that our Local Offer has now been published on the setting website.

<b>Please give the URL for the direct link to your Local Offer</b>			
<b>Name</b>	<b>Hannah Farman</b>	<b>Date</b>	<b>22.10.18</b>

Please return the completed form by email to:

[IDSS.SENDReforms@lancashire.gov.uk](mailto:IDSS.SENDReforms@lancashire.gov.uk)

## The Setting

- What type of setting is it?  
What age group does the setting cater for – 0-4, 2-4 0-4 and 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? (room leaders, manager/supervisor, SENCO, person with responsibility for behaviour, PICO, ENCO etc.)

### What the setting provides

**The nursery is a privately owned day nursery, offering care for children aged 0 - 5 years. The nursery is set in a large one level free standing building close to Lytham Square. The nursery opens Monday to Friday throughout the year from 08:00 until 18:00. The nursery is open 51 weeks of the year, closing only on bank holidays and for 1 week between Christmas and new year. Care is provided in two units, a 0-2's unit, a 2-3's unit and a Pre-school unit. The 0-2's unit has a separate nappy changing area, milk kitchen, and a cornered off sleep area. The pre-school room has a large open planned space an easily accessible bathroom with child level sinks and toilet's. There are two enclosed outdoor play areas.**

**There is a room leader in each unit to support and lead the practitioners working in the room. In addition to the room leaders the setting also has practitioners with additional responsibilities which support the children; this includes a named person for supporting behaviour, a Parental Involvement Coordinator, an Equality Named Coordinator, and a designated safeguarding lead and SENDCO (Special Educational Needs and Disabilities Coordinator).**

**The nursery manager has completed a Level 3 qualification in Children's Learning and Education. She is currently studying for her Foundation Degree in Early Childhood Studies. Both the manager and deputy manager monitor the quality of provision and support the staff with their additional responsibilities. The 3 EYTs employed by the nursery group support practitioners in ensuring that children's wellbeing, learning, and development are fully supported.**

## Accessibility and Inclusion

- How accessible is the setting 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 setting?
- 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 setting 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 setting provides:

The nursery is set in a large one level free standing building. The nursery has its own large flat carpark. An accessible parking space can be provided on request. The building is wheelchair accessible from the main entrance. All rooms within the setting are wheelchair accessible. There are a number of accessible toilets in the setting, a children's toilet's in the 2-3's and pre-school units and two adult toilet's.

There is a pram store located in the front carpark which is weather proof and is always accessible .

The entrance to the nursery is bright as sunlight comes through the large double front door and windows within the welcome area of the nursery. Large windows allow plenty on natural to enter all of the nursery rooms. The nursery is painted a natural hessian colour with white skirting boards. The nursery is mainly natural laminate flooring. All doors between rooms in the nursery have glass window panes for viewing and all doors are fitted with an anti-slam device.

There is a parent news board in the entrance hall. This displays staff information, upcoming events and activities, useful phone numbers, our OFSTED information and our nursery newsletter.

### The Rooms:

All the rooms are well lit with lighting and large windows allowing lots of natural light to enter. The walls are painted a natural hessian colour with natural display boards mounted at adult height. To create comfy areas, there are soft rugs and cushions allowing a calm space for relaxation. Both units have a sink, the 0-2's room has a milk kitchen with a fridge, sink, sterilizer and kettle. Apart from in the milk kitchen and nappy changing areas, all of the furniture is freestanding so can be moved and re arranged to make space for specialist equipment, or to ensure the rooms are accessible for children using walkers or wheelchairs.

In the 0-2's unit there are low wooden chairs and tables. This is where the children can explore the messy activities. At meal times malleable activities are tidied away, the tables cleaned, and table cloths added. Cushions are used to make soft/comfortable areas. In the 0-2's sleep room there are five cots. All cots and mattresses are wiped clean regularly, and children bring their own bedding from home to ensure that it is familiar to them and supports a calm sleep time. There are three low high chairs for the babies and a small low level table for meal times. Resources are suitable for the age and development of the children. Wide range range of resources are used to support play and exploration.

The Lower Pre-school room is situated to the right of the office. In the room there are child level tables and chairs, which are used for activities and meal times. These is a low level malleable tray, small world table and three different floor activity areas. They have an imaginative play area and a comfy area too. All toys are stored at accessible levels in baskets or draws helping them to have self-access. All furniture can be moved if necessary. Each area is defined we have a construction, small world, role play, mark making and malleable are. Each area is enhanced to children's interest and needs

The Preschool Room is situated to the back left of the building. In the room the children sit at plastic chairs and metal tables with a wooden covered top, this is also where the children eat at mealtimes and engage in creative and messy play activities. The malleable tray is of a small height. The role play area is open with a range of resources to support children in engaging imaginative play. Rugs, cushions, and chairs are used to make a comfortable area, where children can rest or read. Toys are stored at the children's height to ensure they have access and are able to select the resources that they would like. Areas are defined by placing the furniture in certain areas such as drawers containing the construction toys and book shelf to define the comfortable area.

Resources are suitable to the age group however toys can be borrowed or rotated from a store in the attic to meet children's needs and development.

**The outdoors:**

The outdoor areas consists of two areas. At the front of the setting is a flat garden area which is access via the 2-3s room. This area contains a small wooden climbing frame. There is also access to the car park through this garden via a secure wooden gate.

At the side and rear of the setting there is a large garden area. The area at the side is wet pore and at a small gradient. At the rear of the building is a wood chipped area. Within this wood chipped area is a sand pit, wooden seats, a mud kitchen, and decking. This garden area is accessed via either the single door in the 2-'3s or the double doors from the pre-school room. There is a secure gate linking the two gardens.

Outdoor resources are kept outside, and chosen and adapted to suit the needs of the children attending the setting.

**Information Sharing:**

Information is shared with parents through a variety of ways. A clear parents notice board is situated in the entrance hall which displays details of upcoming events, the names of staff members, and a copy of our monthly newsletter.

Our newsletter is shared with parents at the beginning of each month, via the parents display board, and website. The newsletter is also emailed to each parent via the mail-merge system on our childcare computer programme.

Newsletter and display board information can be printed in large print on request, and also can be translated to allow families with English as an additional language to access the information. Nursery policies and procedures can be printed in large print or translated on request.

### **Identification and Early Intervention**

- How does the setting know if a child needs extra help and what should a parent do 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 setting's SEN/Inclusion policy and how this identifies the graduated response the setting 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 a parent/parents be involve?

### **What the setting provides**

Children's progress is closely monitored in the setting. Each child has their own key worker who produces an online learning journey which includes observations, photos, photo's of the children's work, observations from parents, and tracking information about the child's progress across the areas of learning and development within the EYFS. Information about Tapestry, the learning journeys system, is shared with parents when the children start their visits and through their parents evenings / open events, which take place three times per year.

Key workers are available at the beginning and end of each day to talk to parents. If parents struggle to find time at drop off and pick up, all parents are invited to come into nursery at a convenient time to talk about their child's development and ask any questions or seek any advice that may be needed. Children's learning journeys are shared with the parents through an online application. Parents sign a Tapestry consent form on their child starting at the nursery. If parents struggle to attend the parents evenings we make alternative arrangements for parents to meet with their child's key worker at a more convenient time. These meetings can also involve a more confidential aspect which can be held in a more private area.

In addition to the learning journey a report is written for each child once a term, this report is based on the Early Years Foundation Stage (EYFS) and is stored on their secure online profile. This report is shared with parents at parents evening. In addition we also undertake the 2 year progress check. This is a requirement of the EYFS and is done for all children in this age group. The EYFS requires us to report to parents on their child's progress, discussing and identifying any problems as well as concerns. Where the progress check suggests that a child may be experiencing some difficulties or delays in their development, this is shared with parents and next steps are discussed:

- For some children the next steps may involve the key person targeting a specific area of development and planning additional opportunities for the child. This can then be reviewed to see how the child has progressed and whether or not additional steps need to be taken to support the child's progress and development.
- For other children the next step may also include developing a Targeted Learning Plan where specific aims are developed with parents to support the child's development. We may also discuss with parents whether it would be appropriate to refer their child to other services such as speech and language therapy, this would require parental consent.
- Another next step may be to ask the local authority Specialist Teacher to visit the child in the setting to provide some additional advice and guidance to practitioners to support them in meeting the needs of the child. This visit is called a 'Request for Guidance' and can only be undertaken with parent consent.

Our Special Educational Needs policy is available in the setting.

### **Teaching and Learning Part 1 – Practitioners and Practice**

- How is teaching and learning developed in nursery?  
Provide a brief overview of the context of the EYFS and the requirements within it – SEN requirements within the EYFS. Organisation of the setting – areas of provision, enhancements to areas of provision etc.  
How is children's progress and development monitored? (Baseline assessments?, termly reviews?, parent & key person conferences?, 2-3 year development check)  
What is the role of the key person for all children.  
What are the setting's approaches to differentiation generally and for children with SEND?
- How will the early years setting's 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. room leader, the role of the SENCO?  
What is the setting's 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 to support learning?

How do you explain to a parent(s) how learning is planned and how can parent(s) help support this outside of the setting? Which staff have a role in this and what is that role? i.e. PICO, SENCO, Key person?

Do you offer any parent training or learning events?

How do you find out about events provided by others and how do you let parents 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 setting provides**

**The setting works within the framework of the EYFS. Each of the rooms within the setting are resourced according to the age phase and needs of the children within them. Practitioners use Development Matters and the Statutory Guidance for the EYFS to plan provision and activities for the children in their care.**

**The EYFS identifies three prime areas of learning and development and four specific areas of learning and development.**

**In the 0-2 age range (baby and toddler room) the prime areas of learning and development (Communication and Language, Physical and Personal, Social and Emotional Development), however they still plan for all the seven areas of learning. Planning is individual for each child to challenge each area of learning.**

**In the 2-3 age range the prime areas remain significant but there is an emergence of the specific areas of development and learning.**

**In the 3-4 age range (pre school) the prime areas continue to be a focus but there is an increasing balance between focusing on supporting children's development in the prime areas and the specific areas.**

**All children have a key person; it is the role of the key person to support the child's learning and development. Each child's key worker observes, assesses, and plans for them. On starting at the setting children have a 4-6 week settling in period, in which observations are taken of the child during spontaneous play and adult-led activities. This gives the key worker an insight into the child's stage of development, as well as knowledge on the child's interests and characteristics of effective learning. Following this settling in period, the key worker will complete the child's Baseline Assessment, taking into account the information gained over the child's first few weeks at nursery. From this assessment the key worker will then be able to plan enjoyable and educational activities for them to take part in.**

**Activities and provision are adapted to suit the needs of all the children; practitioners differentiate the activities and provision to meet the needs of all the children. Some children may need more differentiation than others, as they may have additional or special educational needs. Staff are sensitive to all of the children's development and keep in mind the importance of differentiation to enable all children to have the opportunity to access the setting and activities in a way that is appropriate to them and their needs.**

**The key person also helps parents to develop ways to support their child's learning at home. The practitioners share ideas during feedback time and also during parent's evenings. As a setting we also support home learning by providing story sacks and activity boxes for parents to take home and share with their children. The story sacks contain stories, information books, puppets and activities. Parents can use these activities to spend time supporting their child's communication skills and exploratory impulse. We display leaflets and posters advertising local groups that the parents can access such as the local children's centre and library. Parents are able to speak to their child's key worker or manager at any time if they would like further information or advice on supporting their child's learning and development at home. We have strong bonds with local children's centres and libraries, who keep us up to date with courses and events that are taking place.**

**Through our online learning journey system Tapestry, written reports, parent's evenings, and daily feedback, parents are kept up to date with their child's learning and development at nursery. As a setting we encourage parents to share significant development stages. We encourage parents to share special or important moments at home via writing and sharing photos on the Tapestry system. With this information we celebrate children's progress and special moments by displaying it on our 'WOW' board. This helps to develop each child's self-confidence and self-esteem.**

**We encourage children to express their feelings and opinions, and always take their views into account. We carry out interest based planning, encouraging children to take part in activities that reflect their interests.**

## Teaching and Learning Part 2 - Provision & Resources

- How are the setting's resources used to support practitioners to meet children's special educational needs?  
How does the setting determine what resources are available to support them in meeting the needs of children with special educational needs and disabilities?  
How is the setting's funding allocated? 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 setting?  
Are there specialist staff working at the setting and what are their qualifications?  
What other services does the setting access including education, health, therapy and social care services?
- How is a child included in activities outside the setting including trips?  
What adjustment will you make to ensure a child is able to access the activities of the setting and how will you assist him or her to do so?  
How do you involve parents/carers in planning activities and trips?

### **What the setting provides**

**Each age range is provided with resources that are developmentally appropriate for the age group. We ensure suitable resources overlap with the age range to support children's development that develop slowly or quickly so they access resources and activities appropriate to their needs.**

**Where children require access to resources that are significantly different to the resources available within their age range we make arrangements to share resources with younger or older groups. The nursery also has a store of equipment and resources stored separately in the attic so that practitioners can rotate to ensure the environment is kept exciting and inviting for the children. As a nursery group we also share resources between the settings. When children need resources that are not usually available in our setting we endeavour to access these from loan facilities, support services or by purchasing. We liaise with parents and other professionals to ensure resources are appropriate for the needs of the child. We take advice from other professionals such as our Inclusion teacher, on what resources are available and appropriate.**

**All practitioners are encouraged to work with other professionals who visit children in the setting; the SENCO, room leaders, and manager support the practitioners to gain this experience. Information is shared with staff at monthly staff meetings to ensure all staff are up to date. A child's key worker and the nursery SENCO are made available to meet with other professionals when needed, for example, for SEND Link Visits, training, and TAF Meetings.**

**We have strong links with our local Inclusion Teacher, who assists us in the support of children with additional needs. The Inclusion Teacher attends the setting for Link Visits, where new legislation and paperwork is shared and advice can be sought.**

**The nursery SENCO attends termly SEND cluster meetings, where local SENCOs meet to share practice, information, and gain advice from others.**

**Our provision mapping highlights the way in which we support children who present different levels of additional needs. Staff use the Provision Mapping to ensure that children with additional needs are being fully supported.**

**As a setting we plan trips out of the setting such as to the local park and shops. We undertake risk assessments and consider the needs of the children; we make reasonable adjustments when planning trips and outings to ensure the places we visit are accessible and meet the needs of the children attending. Where required additional staff members attend trip to ensure that children are fully supported and are able to access the outing fully. Permission is sought from parents for children to attend trips and outings. Where appropriate we liaise with parents regarding the child's specific needs and requirements for the trip.**

### **Reviews**

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

#### **What the setting provides**

**Parents receive feedback each day when they pick their child up. Practitioners are on hand to give details of how their child has been in the day, and also to pass on information about the child's learning and development, and answer any questions that parents might have. If parents would like a more formal chat, a meeting can be arranged at a convenient time for each party.**

**Parents attend two parents' evenings and one opening evening during the year which gives the practitioners a chance to share the children's learning and development. This is also a fantastic opportunity to share ideas and activities for parents to carry out at home. Parents are asked to fill in a parent feedback form after each parent's evening to ascertain their thoughts and feelings, and any suggestions that they may have.**

**Daily charts are filled in to record how much each child has eaten, the times that they have slept, and the times that they had their nappy changed.**

**When a child starts at the setting they are assigned a key person who is the practitioner who supports the child's learning and development. Before a child starts at the nursery parents are invited to attend settling in sessions with their child. This gives the parents an opportunity to ask the practitioners any questions and for the practitioners to find more out about the child. Staff reinforce the partnership with parents and try and share as much information as possible.**

**During the child's settling in period their key worker observes and assesses their development and knowledge, allowing them to plan appropriate learning activities and goals. The key person will then plan individually for the child, and will select a target from each area of learning using their interests to help stimulate their learning.**

**The practitioners share the EYFS tracker with the parents at parent's evening, but this can be viewed any time on a parent's request.**

**Our online learning journey system Tapestry allows parents to be constantly up to date with their child's learning and development at nursery, as observations are uploaded instantly. We invite parents to add to the Tapestry system, by inputting learning and development that has occurred outside of the setting, and sharing important and special events, and information on their child's interests. When setting targets for a child or planning activities, parents thought and view are always taken into account.**

**Children's learning and development is monitored at the setting through adult-led activities planned specifically for each child, and spontaneous observations. A variety of observation techniques are used such as narrative, photograph, and time sample, to ensure that a full picture of the child's development is gained.**

**There are various ways that parents and family are involved in the setting. Parents and family are invited to spend time in the nursery such as supporting the nursery in activities such as helping at our allotment. Parents are also invited to talk about their jobs such as with the RSPCA and the RNLI. Parents are also invited to come into the setting to share with the children information on cultures and festivals. Parents are invited to join us for the annual Lytham Club Day parade. We prepare a float, around a chosen theme and then take part in the parade in Lytham, with children riding on the float. Parents are invited to help with ideas for and with the construction of the float, and to walk with us in the parade.**

**The nursery also has a summer and Christmas fair which are both great events to support partnerships with parents. The pre school children who are going to school have a graduation ceremony during the summer fair.**

## Transitions

- How does the setting prepare and support a child to join the setting, 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 setting, parents and the child before he/she joins the setting?  
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 setting provides

Before a child begins attending the setting they attend settling in sessions. Children usually attend four of these sessions, but more may be planned if the child is finding it difficult to settle or has additional needs. At the first settling in session the child's parents will stay with them, this allows the parent to talk with the child's key worker sharing information about their development, personality, daily routine, and likes and dislikes, whilst the child explores the areas with their parents there for comfort. At the second settling session we encourage parents to leave their child at the setting for a short period of 30-45 minutes. Over the next two sessions this time is increased, allowing the child to become familiar and comfortable with the setting and practitioners. Before a child starts at the setting a Home Visit is also carried out, in which the child's key worker and a senior staff member will visit the child at home for approximately 30 minutes. This allows the child to get to know the practitioners in a familiar environment, and allows the practitioners to see the child in a place that they most comfortable in.

The setting also has a Transition Policy for children transitioning through the nursery through the different age ranges. Similarly to when children begin at the setting, when transitioning between rooms children will have settling in sessions. The child will visit their new room with their current key worker allowing them to become familiar with their new key worker and the new room. Over the following week the child will have more settling in sessions, each slightly longer than the one before, ensuring that the child is settled in their new room.

Parents will be introduced to the child's new key worker and other practitioners in the room, and will be shown around the new room. Two Transition Forms are completed, one by the child's parents and one by their current key worker. These are both passed onto the child's new key worker before their settling in sessions begin, allowing them to have information of the child's personality, development, and daily routine, and knowledge of how their parents feel about the transition. A Home visit can also be arranged where required to assist in a child's transition between rooms.

Alongside the settling in sessions we carry out play visits, where a small group of children who will soon be transitioning visit their new room for a short period with a practitioner, allowing them to explore the room with their peers. We have found that this assist the transition process, as children are already familiar with their new room.

Transitions to schools are also carefully planned. We invite all the children's new class teachers to visit the setting to meet the children and converse with their key worker about their learning and development, personality, and likes/dislikes. Transition Documents are written and sent to the class teacher at the end of June, ensuring time for teachers to them read before the summer holiday. Children's and parent's view and thought on starting school are always included on the transition document.

For children who have additional needs, a transition meeting is arranged in the summer term to ensure that all information is shared effectively, and that the child has a happy transition to school. Information regarding health care needs and routines passed on, along with the child's Health Care Plan where applicable. Targeted Learning Plans, Termly Targets, and the child's EYFS Tracker are shared with their school teacher and SENCO to ensure that the planning of targets, learning outcomes, and activities are appropriate and beneficial for the child, and that learning continues whilst being enjoyable and inclusive of the child's interests.

## Staff Training

- What training have the staff supporting children with SEND, had or are expected to have?  
What number of staff hold what level of qualification?  
How many staff are in training to move up to next level?  
What level are the manager, SENCO, room leaders 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. within chains of nurseries) that are available to support you? What qualifications/experience do they have?  
Do any staff have any specialist qualifications?  
Is the setting recognised/accredited as, for example, an 'I Can' nursery or does the setting have other quality assurance recognition related to SEND?

### **What the setting provides**

**The practitioners in our setting are qualified to Level 3, or are working towards this qualification. The manager has a Level 3 and is studying for her Foundation Degree in Early Childhood Studies, and the Deputy Manager has a Foundation Degree in Professional Practice in Early years. Our Business administrator holds a BA (Hons) in Primary Education with Qualified Teacher Status and Early Years Professional Status.**

**On being appointed SENCO practitioners attend a course, and then attend termly cluster meetings provided by Lancashire County Council, where training is given on specific topics, and information and updates are shared. Practitioners can also ask for advice, and share good practice and knowledge with SENCOs from other local settings. Our nursery manager, who is also SENCO has a great deal of experience and knowledge of caring for children with additional needs, as does our Business Administrator who is always available to offer advice.**

**We have a regular programme of supervision and appraisals for all practitioners. We value these opportunities to support their further professional development and they are encouraged to seek and are provided with opportunities for this.**

**The staff also attend in house training once a month which cover topics such as observation, assessment and planning, enhancing areas of continuous provision, and safeguarding. Room co-ordinators also attend a meeting once a week with the manager, this gives the manager the opportunity to introduce anything new and also for the co-ordinators to talk to each other, sharing their experiences and knowledge.**

**Once a week there is a planning meeting for each room where staff can share new ideas for the children. Ideas are shared and implemented such as a new planning format or medium term plans for the next term. This allows them to plan together to arrange necessary activities that are needed.**

**SENCOs based at our other nursery sites are always on hand to offer help and support, and knowledge from any courses is shared between SENCO's.**

**As a setting we seek to support practitioners to develop their knowledge and understanding of a range of additional and special educational needs. Practitioners attend available courses and training, and take part in termly cluster meetings provided by Lancashire County Council.**

## Further Information

- Who can be contacted for further information?  
Who should a parent contact to discuss something about their child?  
Who else has a role in the education of each child?  
Who can parents talk to if they are unhappy?  
Does the setting have an open door policy?  
What opportunities exist for discussions at drop off/pick up times?  
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 setting provides

The nursery manager can be contacted on 01253 732757 if more information is required.

The setting has an open door policy and parents are welcome into the nursery anytime to discuss their child.

The setting has a complaints policy which would be followed if parents were unhappy.

The child's key worker or another familiar practitioner is available at drop off and pick up time for discussions, and for detailed daily feedback. If it is more convenient for parents, a time can be arranged during the nursery day or when the child is not at nursery for parents to meet with the nursery manager or child's key worker.

Contact can be made with the nursery by phone on 01253 732757, and email on [lythamlodge@lcng.co.uk](mailto:lythamlodge@lcng.co.uk). Parents can also add their thoughts on our Tapestry system.