



## **SEN and Disability**

### **Local Offer: Early Years Settings**

Name of Setting: Clifton 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.

LO-SETTINGNAME-**UPIN/EFA REFERENCE NUMBER**

eg LO-LITTLENURSERY-

<b>Setting Name and Address</b>	<b>Clifton Lodge Nursery</b>		<b>Telephone</b>	<b>01253 781921</b>
	<b>228 Clifton Drive South</b>		<b>Number</b>	
	<b>St Anne's</b>		<b>Website</b>	<b>www.learningcurvenursery.co.uk</b>
	<b>FY8 1HY</b>		<b>Address</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>As a setting we have supported children with a range of special educational needs.</b>	
	<b>X</b>			
<b>What age range of children does the setting cater for?</b>	<b>0 - 5years</b>			
<b>Name and contact details of your setting SENCO</b>	<b>Mrs Sandra Watts &amp; Mrs Lisa Devey</b> <b>(01253 781921)</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>Mrs Sandra Watts (SENCO)</b>		
<b>Contact telephone number</b>	<b>01253 781921</b>	<b>Email</b>	<b>cliftonlodge@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.

Please give the URL for the direct link to your Local Offer	<a href="http://www.learningcurvenursery.co/localoffer.pdf">http://www.learningcurvenursery.co/localoffer.pdf</a>		
Name	Miss Anne Smithen	Date	22/07/2020

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 setting is a day nursery, which is privately owned by a registered provider. Places are available for children from the age of 0-5. The setting is open Monday to Friday, 8.00am - 6:00pm, throughout the year, except public and Bank Holidays. The setting is registered to provide day care for approximately 70 children under eight years of age. Of these not more than 46 maybe under three years old and of these not more than 30 maybe under two years. There are currently 139 children on roll, all of whom are under 5 years.

The setting is housed in a two-story building. It is organised into groups by age. There are rooms for children aged 0-1yrs in the Baby Unit. Children aged 1-2yrs in the Toddler Room. Aged 2-3 in our Lower Pre School and aged 3-4+ in the Pre School. Each of these age groups has a room coordinator. The role of the room coordinator is to lead and support practitioners working within the age range, monitor the provision on offer in the setting for their age phase, and ensure there is consistency between each age range.

In addition to room coordinators the setting also has practitioners with additional responsibilities, these include; a named person with responsibility for supporting behaviour, a named person with responsibility for parental involvement, two nominated safeguarding officers and a SENCO and Family Support Officer. We also have two Pico (Parent Involvement Officers) who work with parents to involve parents in nursery life and to ensure their views are heard.

We have a nursery manager who has overall responsibility for the setting and is tasked with monitoring the quality of provision on offer within the nursery. There is also a deputy manager; it is part of their role to support the room coordinators and the practitioners with additional responsibilities. The deputy also supports the nursery manager in the management of the setting.

## 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 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 setting provides

#### The building:

The setting is housed in a double story building. The building is wheelchair accessible via a ramp from the main entrance/exit.



The building is accessed via a numbered push button panel used by staff only. Parents gain access via ringing the doorbell and being greeted by a member of staff. There is a car park attached to the setting and a disabled space can be reserved on request.

There are two accessible toilets in the building for staff, parents and visitors. One on the lower floor and one on the upper floor, these are staff facilities.

There is an outside under canopy storage area for buggies and the settings personal Turtle Busses and triple prams. There is also a small storage area for specialist equipment such as standing frames when they are not in use.

The corridors are wide to allow free flowing access. The walls are painted cream and the skirting and architrave is white. The flooring is a navy blue carpet or wooden flooring.

On the ground floor, for use by children who are 1-2years, there is a separate nappy changing room with high changing areas and curved mats to allow comfort and support for the child. This can also be brought down to a lower level if necessary.

Each child has personal nappy tray which has their own nappies, wipes and creams. Also, there is a single toilet cubicle with wash basin.

On the first floor, the 2-3's Room and the Pre School Unit both have their own bathrooms.

The baby room has an adjoining kitchen for storing and preparing babies' milk bottles, formula and cups. These are sterilised daily, and milk can be stored in a monitored fridge with named trays. Formula will be made fresh as needed. Expressed breast milk can also be stored in the fridge and/or freezer if required. We do also have seating for parents who wish to visit the nursery to breast feed themselves.

The baby room also has its own nappy changing room with curved mats and personal trays for storage of the babies' wipes and nappies.

All the internal doors around the building are standard door size. The doors to rooms have viewing panes at the top. Doors to storage cupboards and toilets are solid.

There are parent information boards in the entrance hall and main office. These contain information about the setting, including nursery policies, our registration details, and information about staff members. The information boards also contain information about activities and events in the local area such as at the local children's centre.

All nursery policies are available in large print, and in audio format, on request. All newsletters, plus reminders of events, are provided to parents in digital format via email each month.

We provide policies, reminders, parent's reports, and newsletters in different languages, for families who have English as an additional language.

### **The rooms:**

All the rooms are painted in a pale colour with display boards mounted at adult height. The display boards are backed on natural coloured fabric across the nursery to link in with the natural environment. The floors are navy blue carpet and blue or natural wood affect laminate in the areas for meals and messy play activities. Rugs and cushions are used in all the rooms to make comfortable areas for play and relaxation. Apart from the kitchen areas all the furniture is freestanding so can be moved and rearranged to make space for specialist equipment or to ensure the rooms are accessible for children using walkers or wheelchairs.

The **Baby room** is located on the lower floor. There are low wooden chairs with low wooden tables and large rugs which cover areas of the floor. Cushions, baby bouncers and baby sensory mats are used to make soft/comfortable areas. There are five cots and a swinging crib which are in a separate sleep room, attached to the baby unit. This has a door with a clear window. A baby monitor and room thermometer are in the room to ensure comfort and safety. The room also has small LED light to provide a calming environment for when the babies are sleeping. There is also a light than can be dimmed to different settings. For meals, wooden highchairs are available; also, meals can be served at the small wooden table, sitting at small height appropriate wooden chairs. Resources are suitable for children under 1 and include toys that light up, vibrate and make sounds. Treasure baskets are used to encourage and support play and exploration. Song sacks are also used to help with communication and interaction. The baby room also has an attached garden area, with a low door frame to manoeuvre. Staff will assist all babies outside when needed.

There are two **Toddler Room** located on the lower floor. The furniture consists of toddler sized wooden chairs and tables; these are height adjustable. Rugs are used to make a book and circle time area. Toys are stored in child height units, easily accessible for all children. There are pictures and labels on the front of storage boxes to identify what is in them. Tuff trays are used to bring activities to floor level. The children sleep on wipe-able sleep mats and have their own bedding from home, to help with familiarity. The sand and water trays are small height adjustable units. Resources are suitable for children from 1-2 years. However, toys and resources can be borrowed from the baby room if they are more appropriate to a child's needs or development. There is a toddler gym area with 3 small steps, a slide and a tunnel. This has a carpet floor and allows use of a child's gross motor. The role playhouse also has items at a child's level and allows the imaginative play with the sink, cooker and dolls. The toddler room has Valentina, an Italian staff member in the room. This is great for promoting diversity, new experiences and different cultures across the nursery.

There are two **Lower Preschool Rooms** located on the upper floor and is accessible via stairs which has an adult and lower level child handrail on both sides. There are also reflective ends to the stairs to make them more visible. The rooms consist of one large main room and a smaller focused room. Both rooms consist of community play furniture.

There are height adjustable tables and chairs of varying heights and sizes; these are used for tabletop activities as well as mealtimes. The sand and water trays are also height adjustable. For children's toys/resources, storage units are all at children's heights. Photographs and labels are displayed on the front of boxes, so it is clear what is in them. Resources are organised into areas of provision. In each area sign vocabulary is displayed so practitioners can refer to it when supporting children in play. Toys and resources are appropriate for children aged 2+ although toys/resources can be borrowed from preschool and/or 0-2s if these are more appropriate to a child's needs or development.

The toilet, changing area, and cloakroom are close to the room and consist of two small toilets separated into cubicles with swing doors and two low standing wash basins. There is also a high changing area for practitioners to change nappies which can also be brought down to a lower level if necessary. Children are encouraged to use potties or the toilet if they need too. Coat pegs are at children's level with name labels on.

**Pre – School** is accessible through a secure door with a keypad, which leads into a corridor and then splits into three rooms, a separate toilet area and a locked staff toilet. In all room's boxes are labelled with words and pictures. As well as activity areas. Toys, resources and activities are always developmentally appropriate, and these can be altered when necessary. The preschool room also has a polish staff member Agata, who is great at supporting children and parents with polish as their primary language, and also introducing diversity to others. Agata not only supports children and parents in the preschool room, but also others throughout the nursery setting.

**Room 1 – Creative Room** – this room is predominately for arts and crafts, as well as extracurricular activities and as an additional eating area. The floor is natural wood laminate for easy cleaning and hygiene reasons after messy play and mealtimes. The room has three medium tables that are of school table height and separate height appropriate chairs. There is also a low shelving area for additional tabletop activities. Meals are also served in here, when the tables have a tablecloth and flowers added to enhance the feeling of family and togetherness. Children are encouraged to serve themselves, however staff are there to supervise and help. The room also features a low sink for children to encourage independence and promote good hygiene, and a higher sink for the practitioners.

**Room 2 – School Room** - this room has a carpeted floor and is used for reading and more complex school-based activities. It is also a good area for focused activities such as phonics.



There is also a small round table for mark making and tabletop, school type activities, and a computer to introduce different technical skills. The resources and toys are stored in child accessible baskets that are labelled.

**Room 3 – Main Room** – This room is the largest of the three. It is split into carpet and laminate areas. On the carpet area there is a large role playhouse, a comfortable reading area, a construction area and a writing area. All these areas are children's height and can be accessed with ease; they can also be moved to lower levels if needed.

The laminate area has a height adjustable sand and water table and has three additional tables for puzzles, chalking, and cutting and sticking activities. There is also a snack table with assessable fruit and water throughout the day. All activities are based on tabletops but can be moved and adapted if necessary. Meals are also served in this room with tablecloths and flowers on the tables, children are encouraged to serve themselves, however staff are there to supervise and help.

### **The Outdoors:**

The outdoor environment consists of three separate gardens. One for Babies, Toddlers and a large one for 2-3s and Pre School.

The Baby garden has a small section of astro turf grass and an area of green soft tarmac, which are on an even surface/level. They have a wooden swing at low level with baby seat, and a covered wooden seating area for staff to sit with children whilst feeding, providing shade. The grassed area is set up with rugs and cushions to have toys out in different areas. They have a baby slide, rocking horse, small ride on balance bikes and a low-level sand pit. Water trays are also out in the summer months under supervision. Access to the garden is via the baby room door. There is an outside set of locked double gates which allows access to the car park and access for daily walks.

The Toddler garden floor is a green soft tarmac area. This generally is a flat level with a slight incline. The garden is located at the side of the setting and accessible around the front of the nursery through the main door. All areas are securely fenced off with latched gates. The garden has its own lockable gate. The garden is set up with various toys from bikes, balls, bricks and balance blocks. There is also a small house for children to explore and create play. The large tree has wooden decking around it for sitting and playing on. The garden also boasts natural log steps for supporting physical development and self-confidence.

This garden is also perfectly sized for use by our sports coordinators. We provide a sports programme that runs both on and off site, using local areas such as the beach and Ashton gardens. The children have the opportunity to learn new skills via different sports activities run by qualified sports professionals. All equipment is stored in the shed in the toddler garden and is taken off site when needed.

The main garden is at the front of the setting and access is via the main nursery door. The garden is securely fenced off with latched and locked gates.

The flooring is astro turf and green soft tarmac with a path of decorative stone in the middle, to the side there is a marble pebble effect area. To one side of the garden is a wooden hut area with a sunken sand pit. This is accessible via a small step up and then a step down into the sand pit. It is possible to provide sand play in a sand tray for children who are unable to access the sunken sand pit. The hut also has attached wooden baskets, for storage of natural items and sand toys, which the children can easily access.

To the other side of the garden is a wooden raised area, with ramp and climbing wall. On the main play area there are approximately three small garden areas with shrubs and plants. There is also a large metal rocket ship with a main door for access.

Resources are taken outside on a daily basis and are chosen and adapted to suit the needs of the children attending the setting.

We also go on daily walks to local areas. The children will use different ways of getting out of the setting. We have a three-seater baby pram, we also have three turtle buses, these allow six children to sit comfortably and safely and enjoy the environment. There is also two "walkodiles"; these allow six children to securely and safely enjoy a walk to the park or beach. There are also two flexi walkodiles, which are perfect for manoeuvring the children safely on and off public transport which allows us to visit many places such as park view, and the Blackpool tower.

We will always endeavour to get all children to enjoy the outside environments and other attractions we visit. The nursery also provides to adult assist bikes that have room at the front to carry 4 children. These are used to go further, enjoying and assessing more of our local areas.



## 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 parent/parents be involved?

### What the setting provides

Children's progress is closely monitored in our setting. Each child has their own Learning Journey available on the tapestry system, which includes observations of them in nursery, and observations and comments from parents/family and friends. Each child also has a paper tracker for monitoring development through all the areas of development. More detailed information about learning journeys and what they contain is shared with parents when their child begins attending our setting. This is to ensure parents understand what they entail, how they are used in nursery. The tapestry system enables easy access for all parents and careers, allowing them to access their children observations wherever they are and at any time of the day, allowing better parent partnership.

A child's key person is available to chat to parents at drop off and pick up times, we make arrangements for the key person to meet with parents each term to look at the learning journey and discuss progress and any concerns. Additional appointments can be made outside of these times to discuss any issues in more depth.

In addition to the child's learning journey we also undertake the 2-3-year progress check. This is a requirement of the Early Years Foundation Stage (EYFS) and is done for all children in this age group. The EYFS requires us to report to parents on their child's 2-3 year progress check; discussing and identifying strengths as well as concerns. Where the progress check suggests that a child may be experiencing some difficulties or delay in their development this is shared with parents and options/appropriate 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 to have experiences designed to support the area of learning and development identified. This would then be reviewed to see how the child has progressed and whether additional steps need to be taken to support the child's progress and development.
- The nursery SENCO will assist other practitioners with strategies and activities to help develop a child's learning in areas identified. We will endeavour to buy resources where necessary and implement changes to learning to accommodate a child's 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 Inclusion 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 parental consent.

Our Special Educational Needs policy provides the context for supporting children through these 'next steps'; this is referred to as the graduated response. Our SEN Policy is available in the setting.

The setting has detailed provision mapping, detailing the support and intervention that all children receive, including those with additional needs.

## 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 phase the prime areas of learning and development (Communication and Language, Physical and Personal, Social and Emotional Development) are the areas of focus. In the 2-3 age phase the prime areas remain significant but there is an emergence on the specific areas of development and learning

In the 3-4 age phases the prime areas continue to be a focus but there is an increasing balance between focusing on supporting children's development in these areas and the specific areas.

Activities and provision are adapted to suit the needs of all children in each age phase. Practitioners differentiate the activities that they develop and the provision that is on offer in their rooms to meet the needs of the children in their group. For some children a greater level of differentiation is required because they have additional or special educational needs. Practitioners are sensitive to the developmental needs of the children in their care and when they are differentiating activities and provision have this in mind so that all children are able to access the setting in a way that is appropriate to their needs. Staff are always supported by the SENCO and manager to provide additional resources.

All children have a key worker and secondary key worker. It is the role of the key person to liaise with the child's parents regarding their time in nursery. It is also the role of the key person to help parents to develop ways in which they can support their child's learning at home. The secondary key worker takes on this role if the key person is off on holiday.

We hold three parents' evenings throughout the year, where parents look at their child's learning journey and discuss their development with the child's key worker. These sessions also introduce parents to the EYFS and ideas for ways in which they can support, encourage and develop their child's learning at home.

We have activity ideas and resources, such as story bags and activity boxes, which parents can borrow from our library, and practitioners are able to talk to parents about these and offer ideas and advice should they want it.

Parent information boards also display information about elements of early learning and development and how this can be supported at home. There are also leaflets available that identify local groups and resources available to parents of young children in the area. Parents are able to speak to their child's key person or the manager at any time if they would like further information or advice about supporting learning at home.

Children are encouraged to express their views about their own learning through their learning journey. In our setting children are able to use digital cameras to take pictures of the things they have done in nursery; these can then be included in the child's learning journey. Each child's home diary is also used to enhance their learning in the setting through their learning and interests at home. We also do have a termly progress summery which allows us to make note of the progress of a child in relation to the EYFS tracker. This will allow us to see any areas that need specific work on, either with an individual or as a group.

- 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?

- What specialist services and expertise are available at or accessed by the setting?

Are there specialists 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 phase is provided with resources that are developmentally appropriate for that age group. We ensure there are resources available that overlap with the age phase below and above so that children who are developing more slowly or more quickly can access resources appropriate to their stage of learning and development. The SENCO will do Targeted Learning plans for those children with additional needs, this will identify some of the resources and activities available to support children's needs

Where children require access to resources that are significantly different to the resources available within their age phase, we make arrangements to share resources with younger or older groups. Where children need resources that are not usually available in our setting, we endeavour to access these from loan facilities, support services or buy purchasing. We liaise with parents and outside professionals to ensure resources are appropriate for the needs of the child. The SENCO and manager will ensure funds are used in appropriate areas to help enhance and develop learning.

All practitioners are encouraged to work with external professionals who visit children in the setting, some will have more experience of this than others, but they are supported by the SENCO and their co ordinator. For some children it may be the case that at specific times of the nursery day they require additional support. As a setting we endeavour to make reasonable adjustments provide this. We look to provide additional support flexibly using supernumerary staff if this is appropriate. The settings SENCO will liaise with all outside agencies related to that particular child, from speech and language, physiotherapist, occupational therapist, portage workers, paediatrician and health visitor. Also, if the child attends other settings the SENCO will liaise with them to ensure consistency and communication. We provide link diaries for this also, where each setting that the child attends is able to write about the child's interests, progress, learning, and development at the setting. This allows continuity for the child. We also carry out visits to other settings which children attend, allowing us to share knowledge and practice.

In our setting we like to plan outings, such as going to the park, library, or beach. All children are included in these outings. We undertake risk assessments of the places we intend to visit and consider the needs of the children who will be visiting. We make reasonable adjustments when planning outings to ensure the places we visit are accessible and meet the needs of the children attending our settings.

## Reviews

- How do parents know how their child is doing?  
In addition to the normal reporting arrangements what opportunities are there be 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 will be invited to attend regular parent's evenings to see how their child is developing and how they can help them learn at home. Practitioners are always available to talk to with regard to a child's development. Also, appointments can be made with the child's key worker and SENCO for more formal discussions. The termly summery reports will help identify how an individual child is progressing and if there is any area that may need to be concentrated on further. The EYFS tracker is always available for parents to look at; they can also contribute to this by using our home link forms and completing the child's home diary of what the child does at home. Parents are always welcome to become involved with the setting's extra activities such as fairs, and our local club day. This allows parents to liaise with staff and feel part of the family network. We also have a parent's suggestions box which allows parents to express views and any area of the setting. Suggestions by parents are always acted upon, the management team at the setting will read suggestions, and will discuss whether changes need to be made to the setting. Parent questionnaires are also used to gain the views of parents.

## **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 children start attending our settling, we encourage children to visit for numerous 'settling in sessions'. Initially this may just be for the child to have a look around the setting with their parents. We plan with the parents some opportunities for the child to visit the nursery and spend a short amount of time in the room they will be joining, with their key worker.

We have a settling-in policy which is shared with parents when they register their child with us. The room coordinator or manager will talk to parents about their and their child's preferences for a settling period and endeavour to meet these needs as best we can.

We can also arrange home visits; this is where the child's key worker will visit them at home and play with them with their own toys. This allows the child to become at ease with this person and has a familiar face when they come into the setting.

If necessary, a meeting can be held with the manager, key worker and SENCO prior to the child starting so any adjustments can be made before the child begins, to ensure the child has a smooth transition.

We have a comprehensive transition policy and procedure which we follow when children are ready to move age phases, leave nursery to attend a different setting or move on to school. This is available to parents within our setting. The policy and procedure include additional factors that may need to be considered when supporting the transition of children with additional or special educational needs, to ensure this is as smooth as possible.

We have an open-door policy and parents are able to drop into the setting at any time. They are also able to contact us by phone if they would like to check in on their 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 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?  
Does 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

Our nursery manager holds a B.Ed Hons Degree, EYP status and MA. Our Pre-school teacher holds an MA and EYP status. One practitioner is currently working towards their Level 3 in Early Education, and all other staff hold a Level 3 qualification or higher.

The settings SENCO has various qualifications to help children with additional needs. The nursery SENCO has termly meetings with our local inclusion teacher, and will be attending termly Workshop/Cluster Meetings, with other local SENCOs.

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

Within our setting we have staff who have completed the following training courses:

Paediatric First Aid  
Team Leading  
CAF Level 1 & 2  
Safeguarding levels 1 & 2  
Step into Quality  
Quality Counts  
Manual Handling  
Managing Positive Behaviour in Early Years

As a setting we seek to support practitioners to further develop their knowledge and understanding of a range of additional and special educational needs. Practitioners have access to a wide library of resources and books. These are also available for parents to borrow.

We also make use of the local authorities Children First website to access information and e-learning modules such as CAF training.

## 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**

For any further information parents should initially contact the settings manager to arrange a meeting with themselves and the SENCO. The manager is available on request for a formal meeting to discuss any issues of concern. The setting does have a complaints policy that will be adhered too in these circumstances, a copy of which can be obtained from the setting. Parents can talk to their child's key worker on collection and drop off if they need to pass on information, they can also write comments in the child's home diary. The setting has an open-door policy and can also be contacted via telephone and email.