



SEN and Disability

Local Offer: Early Years Settings

Name of Setting: **The Learning Tree**

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

When saving your local offer please use the following format:

LO-**LEARNINGTREE**

Setting Name and Address	The Learning Tree Day Nursery Unit 7 Whitehills Drive Whitehills Business park Blackpool FY4 5LW		Telephone Number	01253 699 599
			Website Address	www.learningtreenursery.co.uk
Does the settings specialise in meeting the needs of children with a particular type of SEN?	No	Yes	If yes, please give details:	
	X			
What age range of pupils does the setting cater for?	0-5 years			
Name and contact details of your setting SENCO	Miss Kay Townsend/ Miss Natalie Cresswell – 01253 699 599			

Name of Person/Job Title	Kay Townsend – Senior Manager		
Contact telephone number	01253 699 599	Email	learning.tree.blackpool@googlemail.com

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			
Name		Date	

Please return the completed form by email to:

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 Learning Tree is a purpose built setting situated on Whitehills Business park close to the M55 motorway. Our opening hours are 8am – 6pm, 52 weeks of the year. We provide care for children from birth to 5 years, with a capacity of 124 children.

There are two rooms for children aged 0-2; these are usually split into groups of 0-1 years and 1-2 years though this is a flexible arrangement depending on the needs of the children, a 2-3s room and a 3-5s room. The setting is spread across two floors with the babies downstairs and 2-5s upstairs; however both floors can be mirrored if there is an issue of access for an individual child or staff member.

As the Learning Tree is a large establishment we recognise the need for structured management and a dedicated leadership team on a daily basis. Our management team consists of;

Sarah Garside- Director and owner
Kay Townsend- Senior Manager
Caroline Kelly-Rutherford- Operations Business Manager/ PICO
Rebecca Ashworth- Deputy Manager
Zoe Marks - Deputy Learning and Development Manager
Danielle Richardson – Deputy Operations Manager

Alongside management the setting also has numerous practitioners with additional responsibilities, including behaviour management, parental involvement, safeguarding and SENCO. Within our team, our Senior Manager, in charge of Learning & Development, holds a BA Hons Primary Teaching degree with QTS.

Over 95% of our staff are currently Level 3 qualified. Our deputy manager holds Management training at level 3.

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 building

The setting is housed in a purpose built two storey building that has a ramp for wheelchair access. There are designated accessible parking spaces at the front, as close as possible to the entrance. There is an accessible toilet on the ground floor, which is an adult facility but can be used for children if required. On the ground floor of the building, there are a number of areas that are suitable for storing specialist equipment such as free standing frames if necessary. With the exception of the accessible toilets, all the internal doors around the building are standard size. The doors to each room come with viewing panes at the top and bottom, this is to ensure the safety of any child stood directly behind the door and that they can be seen. The doors to any storage cupboards and toilets are solid. All storage doors are secured with keys.

There are parent information boards situated within the entrance area of the building. These boards contain information about the setting, including some policies. The boards also contain information about activities and upcoming events within the nursery. The nursery promotes drop in sessions such as Speech and Language at the local children's centre. Some nursery policies are available in large print, this is something we continue to improve and develop. For families who require it we are able to make copies of policies available electronically. Our Ofsted report is available within our parents area for them to read. A copy is given to all families along with the enrolment form and welcome pack when they register. For families who have children with EAL, the nursery practitioners fully support them in any way they can. This can be to work alongside the family to collect a range of commonly words used in both languages so we can support this as they grow. These words are displayed within the unit the child attends and are a good tool to use to help the practitioners to understand if the child should they speak in their own home language.

The rooms:

The walls in all the nursery rooms are painted a neutral pale colour with display boards mounted at adult height. Where possible furniture is at child friendly height with lots of soft furnishings and rugs used to create comfortable areas for play and relaxation. Aside from wall fixtures all furniture is free standing so can be moved and rearranged to make space for specialist equipment or to ensure room is accessible for children using walkers or wheelchairs. We use community play furniture as this is sturdy and secure. When this furniture was purchased, a design team came in to fit it appropriately to ensure safety of the children within the room.

In the **0-2s rooms** there are low wooden chairs with low wooden tables, there are large rugs and carpet which covers $\frac{1}{2}$ of the floor. Cushions, baby bouncers, 'Bumbos' and pillows are used to make soft/comfortable areas. Within the 0-1s there is one cot for sleeping and in the 1-2s room children can make use of wipe-able sleep mats. For meals, small wooden chairs are used for the 0-1s and for the 1-2s. Resources are suitable for children under 2 and include toys that light up, vibrate and make sounds. Treasure baskets are used to encourage and support play and exploration.

In the **2-3s room** toys and resources are stored in child height units and are organised into clear areas of provision. All resources are labelled using relevant wording and pictures which the children are encouraged to recognise to support understanding. Sensory experiences are available and promoted throughout the day through the use of treasure baskets and age appropriate resources, however toys and resources can be borrowed from the 0-2s unit if these are more appropriate to an individual child's needs or development.

In the **3-5s room** there are tables and chairs at various heights, adjustable height sand and water trays which are shared with the 2-3s room in an open access messy room. The pre-school children make use of 2 nursery tablets and adhere to our strict online safety policy. The children are always supervised with using these. All staff understand the need for safe use and the children are also aware of how to keep safe when using the tablets.

All resources are clearly labelled using wording and pictures which encourage children to take an active role in tidying. The resources are stored in child height units and are organised into clear and distinct areas of provision. All toys and resources are appropriate for children aged 3+, however resources can be borrowed from 2-3s and/or 0-2s if these are more important to a child's needs or development.

The Outdoors:

The outdoor environment has a tarmac floor and is divided into two areas by low level fencing which creates a separate area for 0-2s to play. The rest of the outdoor area is for use by 2-3s and 3-5s and is accessible through double doors leading out from the rear of the main building. The tarmac is an even surface and is suitable for children using walking frames or wheelchairs.

Although our garden area is small, we make excellent use of the space provided. We have a fairy garden on one side with a variety of resources such as pebbles, small fairies and their little houses that the children are encouraged to use their imagination and play with. Within our fairy garden we have a comfortable area with lots of material and cushions for the children to relax in, we provide wicker baskets with a variety of stories for them to sit and read. Next to this is a bug hotel where the children can explore and search for creepy crawlies. We have an area for the children to build and provide resources such as wooden planks, bread crates, waffle bricks and den making materials. The back of the garden is housed with a wooden fence, in the middle of this we have a pane of perspex glass to allow the children to look out over the fields behind; this is a good talking point and the children comment on the animals they can see. The middle of the garden provides space for the children to ride bikes around the track. To the right side of the garden, we have a digging area where there are tyres filled with soil, bark and sand. Behind this we have an allotment where the children can grow vegetables and a mud kitchen where they are free to explore and use their imagination. We also have a climbing wall in the garden to allow the children to take risks and challenge themselves to get up and down confidently. Full risk assessments are in place for these and staff are vigilant and supportive.

Continuous provision is available outdoors as it is indoors and resources are regularly rotated to accommodate this. The resources and equipment used can be adapted to suit the needs of all children attending the setting.

Within our rooms, there are photographs displayed of the children in various situations such as playing, eating and being independent whilst at nursery. The units use sand timers as a visual prompt for those children who find transitions between activities a little challenging. By using these timers the children can clearly see when the time is up before needing to move on to something else. We also use picture cards alongside the timers for those children who struggle with change.

These show each part of the routine for example washing hands, reading a story or having lunch amongst others. These cards can be adapted by having a photograph of the child who is using them maybe washing their hands or sitting at the table, this is particularly useful to help the child to relate themselves to the situation.

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 involved

What the setting provides

Children's progress throughout their nursery life is followed closely and recorded in accordance with the EYFS. Observations, photos and significant comments are used to track and record progress, these are placed into each child's individual learning journeys, which form a story that follows each and every child through the nursery. As well as 'in nursery' observations, parents are welcomed and encouraged to input into their child's learning journeys and share trips and experiences which may influence and support their child's interests and development. Parents are encouraged to fill out home link sheets or use our home links email address to share this. When a child starts nursery with us parents and carers are made fully aware of what the learning journeys contain and what information is shared, this is to ensure that parents understand how their child's development is tracked and supported, and also ensures that parents fully understand how important their contributions are to the learning journeys.

Key persons and appropriate staff members are available each day at pick up and drop off times to chat with parents about their child's day and progress. Each term a progress report is completed for each child which is then shared with parents to offer insight as to how well each child is progressing and developing. There is also a parents evening once a year, in which parents are invited into the setting outside of usual hours and encouraged to review their child's learning journey in detail. If a parent would like to arrange to meet with their child's key person to discuss pressing issues or concerns then they need only ask and a suitable time will be agreed. We hold transition meetings for those children moving up to the next room at nursery. These meetings bring together the current key worker, the parent and the new key worker for the room they are moving into. The children spend some time having short visits to their new rooms on the run up to this change, this ensures a smooth transition for all involved and allows the children to become familiar with their new environment and the people within it.

In addition to the child's learning journey we also undertake the 2 year progress check. This is a requirement of the Early Years Foundation Stage (EYFS) and is done for all children as they reach 2 years old, before they move into the 2-3yr unit. 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 enhancement and targeting links to the wave two interventions identified within our setting's provision mapping. This would 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 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.

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 The Early Years Outcomes Document in line with 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 phases, the prime areas remain significant but there is an emergence on the specific areas of development and learning.

In the 3-5 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.

Our operational planning system is grounded in assessing and addressing each child's developmental needs individually. All children have an assigned key person to ensure that strong relationships are formed and insight is gained in regards to children's interests, needs and personalities.

Each key person plans for children using an IDP (Individual development plan) which displays each child's developmental next steps as taken from the Early Years Outcomes trackers. For 0-2s four next steps are chosen, one from each of the three prime areas and one from the specific area. For children aged 2-3, next steps are taken from three prime areas, one specific area, one maths/literacy area. For 3-5 there are five areas; one prime, one specific, one literacy, one maths, one spontaneous. Observations help us to ensure their targets challenge the children. Throughout the week, members of management will go out into the environment to oversee the activities being carried out. The activities are evaluated daily by the key workers and the next steps are carried forward. Within the 3-5's the EYFS Teacher evaluates this planning on a Thursday and then all the units pass their evaluations on to the learning and development manager every Friday. This means that there is a manager's oversight into how the activities have panned out and what the children have gained from this.

The next steps are selected according to the lowest age band not completed across the areas. Key persons are required to look through each child's trackers and select appropriate next steps for each child, this ensures that planning is catered to individual needs and also ensures that key persons are aware of each child's progression. Once next steps are decided, they are transferred to the IDP's. This helps the key workers to identify activities to support each next step as an example of how the child may engage and accomplish their target. Each week focused activities will be structured which represent the collective needs of multiple children. During an activity staff will alter and adjust the method and delivery to ensure that appropriate differentiation is provided to meet the needs of individual children. We challenge all of our children to bring their learning forward and we recognise and respond to the needs of children who achieve above and/or below the expected levels of attainment for their age.

Children's interests form the basis of planned and spontaneous activities, this ensures that children recognise that they are an integral part of their own development, and are able to steer their journey. Parents are consistently encouraged to share their views and discuss their child's current interests so that no opportunities are missed; this also fosters an atmosphere of sharing and partnerships.

All children have a key person. 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. Through well-established key worker relationships significant attachments are formed, this alongside an enabling emotional environment provides children with the best opportunities to develop. By engaging each child in specific and dedicated key worker time attachment bonds are strengthened and secured, ensuring that all children are provided with the reassurance that there is always someone close by who provides a safe base from which they can explore, develop independence and share their views with confidence.

In our setting we use provision mapping to identify ways in which we support all children in the setting. Provision mapping identifies what we provide for all children (wave one), for children who require a little bit of extra input in a specific area (wave two) and children who require more specialised or intensive intervention (wave three). We use provision mapping to identify ways in which children can be supported.

If there were concerns about a child's development, practitioners will inform management/ SENCO about these and will closely monitor. The Learning & Development Manager goes out into the environment weekly and spends time observing the children. She writes observations then uses their individual files to track of progress made. Using our Management Tracking file is then used to hold a copy of this observation and notes are made on a chart to state who the child is, their age, unit and key person. Next to this is a space for notes to be written for example if they need monitoring further. If concerns are present then the parent is asked to come into the setting to have a chat with the manager. This is a good chance to see if they have concerns within the home and a plan of action is agreed. We have an open door policy and make this known to our families that they are welcome to come any time.

- 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 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. We use our provision mapping to help us to 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.

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 age phase leader. 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 to provide this. We look to provide additional support flexibly using supernumerary staff if this is appropriate.

When planning trips and outings the needs of all children within the setting are considered and risk assessments are carried out to ensure safety and accessibility. We make reasonable adjustments when planning trips to ensure that the places we visit are accessible and appropriate for all.

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

When children start at our setting, we introduce parents to our planning and tracking systems. We explain to parents how information will be shared and how they can best be involved in their child's developmental journey. As previously mentioned we complete termly summaries of development to be shared with parents, host annual parent's evenings and happily arrange impromptu meeting with parents on request. We also arrange transition meetings for the children moving up into the next unit. This brings together the parent, the current key worker and the chance to meet the new key worker to go over important information before the child is due to move up.

In the 0-2s unit home link books and sheets are shared with parents each day which inform parents on nappy changes, food eaten, activities and sleep times. As children move into the 2-3s and 3-5s unit information is shared verbally both at drop off and pick up times. In the older units, a book can be used upon request to share information if necessary; such as food diaries if the doctor has suggested this.

The setting as a whole is able to track the development of all children and monitor how well particular groups are developing. This provides insight in to which groups may be falling behind or if there is an area of development that requires particular focus.

In February, June and October all children's progress is documented onto our progression overview. This large visual document collates where a child is at developmentally and whether they are emerging, developing or confident within that age band. The progression overview states if the child is on a cohort for a variety of reasons such as; health, funding, culture, speech and language issues. Further along the progression overview document are sections specifically for each cohort. These are divided up into each unit, girls, boys, summer born boys, children on Early Years Pupil Premium, 2 year funding and if the child attends another setting too. By completing the progression overview every four months, this allows us to see a clear picture of where the children are at developmentally and any progression made. Being colourful allows us to keep an eye on children that may need further support as their progression is on the low side or if they are not making progress at the expected level. From this a summary is written and shared with the staff at our monthly meetings. This is a valuable tool to ensure there are no gaps in learning and if any are found they can be pulled together. Each staff member is given a copy of the progression overview that is relevant for the unit they work within so they have an understanding of the bigger picture. Our progression overview allows us to demonstrate the progress of the children within the nursery and to show that although certain children may be on a cohort for whatever reason, they are still achieving despite this.

Used alongside the tracking we have in place for our children, and the understanding the staff have for child development, we do have a thorough system in place to identify any needs as they arise.

Throughout each child's journey through nursery parents are active partners in their child's learning and development.

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

Prior to children starting at our setting we encourage parents to bring them in for a number of settling in sessions. This ensures that children become familiar with the surroundings, and also provides an opportunity for parent to engage in an informal conversation with their child's new key worker, in which a brief overview of the child's development to date can be ascertained.

Our enrolment forms gather lots of information and we ask specifically if the child has attended a previous setting or if they will be attending another setting at the same time. For children who attend another setting as well as ours, we ensure that regular contact is made of their progress. Every fortnight we send home with the parents a Link between settings form, on this we write where the child is up to developmentally within each area of the EYFS and what activities they have engaged in throughout the two weeks at nursery. We also have links with settings that use the electronic Learning Journeys, these are emailed through to our dedicated home links email address from the parents. This is printed and passed over to their key person. We categorise children who attend another setting into a separate cohort to monitor their progression.

As detailed earlier, as children approach new age phases and get ready to move between units we have a transition procedure which ensures the transition is seamless and comfortable for children, parents and key workers. Progress summaries are shared between rooms and with parents to ensure that development is consistently supported and extended without compromise.

We have an open door policy which provides parents with the opportunity to contact or drop in to the setting at any time to check on their child, or just have a chat about their child's progress.

When a child is due to start with us and their needs have been identified beforehand, we would do everything we can to ensure a smooth transition. We would ensure that we had collated all information on their needs from medical reports if necessary and information on any agency working with the family. We would fill out a care plan and a risk assessment if necessary and seek appropriate advice depending on the severity of their needs. We would work closely with the family to ensure the child settles and would fully support them and If the child needed more time for the settling period then we would accommodate this.

If a child is due to move to attend another setting, the Key person will complete a transition report to pass onto them to detail where they are up to developmentally.

When the Children are due to move on to school, key workers will ensure a transition report is filled in and shared with the child's new school. On occasion, some teachers will visit the children in the setting to have a face to face discussion with the key worker about their development and home life. This is a good opportunity to share information such as whether they have input from outside services such as Speech & Language that they may not already be aware of. If we have a child who has involvement through the Inclusion Teacher then they may have been awarded AIS funding. In this instance the funding can be used for the Inclusion Teacher's time to come into the setting to support the transition to School. The first visit is usually to put strategies in place with the key person to prepare the child; this could be to make a visual book or suggestions of activities to promote this. The child's parents are invited into the setting and encouraged to complete a One Page Profile which details their likes and dislikes, and any other information about the child that is relevant that will help the teachers to better understand the child before they start. The teacher should also ensure that they attend the setting to meet the child and have a discussion about their needs from the key person as they can discuss their development in detail.

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

Over 95% of our staff are currently Level 3 qualified. Our Learning and Development Co-ordinator holds a BA Honours Primary School Teaching Degree with QTS status. Our deputy manager holds Management training at level 3.

We hold biannual supervision and appraisals for all practitioners. All new practitioners and any requiring further support for example moving units, are placed on interim supervisions. These are carried out monthly and gives us the chance to ensure that they are fully supported within their role. The amount of time a practitioner remains on these interim supervisions, is entirely dependent on their progression and if we feel that they are confident and capable to be signed off them. We value opportunities to support each staff members holistic professional development. As a setting we also 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.

As we are one of three nurseries within the same company we have a number of staff and additional support available should we need them, the majority of which hold a level 3 or higher qualification.

Our setting has previously been awarded a 'Step into Quality' award in recognition of our provision and adaptability.

Alongside our IDSS Teacher we conduct in-house training to support our staff in their understanding of SEND processes. Our SENCO's receive regular refresher training in-house and when necessary attend courses provided by the local authority to develop and cement understanding regarding new practices and procedures.

We regularly encourage staff to share their training needs and desires, and strive to keep up to date with all available courses from our local children's centre.

A selection of staff have attended Autism Training, following attendance of the Autism course, the information gained was disseminated to the other practitioners within the setting. Our Learning and Development Manager attends termly SENCO Cluster meetings and shares this with the other SENCO's in the nursery. Information that is received from these is collated and put together as a training resource for the other staff on various topics. The manager has recently attended CAF and Risk Sensible Training which covered the new CAF forms for families. The new framework is based

on the Continuum of Need and when filling out the CAF form, we take into account any risks identified within the family as a whole rather than focusing on just one aspect of where the family may need support. The framework allows for the information to be collected once and can be accessed by other agencies quite easily; rather than each separate place requesting the information.

As a setting we also make use of the local authority's website to access information and further support. Our staff use this to access learning modules such as CAF training and Safeguarding Level 1 in which they update annually as part of their continued professional development.

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 holds ultimate responsibility for the development, safety and progression of each child within the nursery, and should be contacted in the event of a concern or complaint.

Parents are made aware upon starting who their child's key worker will be and how communication will be maintained.

The management team are always available to deal with any questions or queries and can make appointments upon request if an in-depth, confidential discussion is required.

Correspondence can be made with the nursery and staff via phone, email, post, or in person.

Any and all contact will be received in confidence, unless safety of staff or children is compromised, and will be met with a friendly face and a sympathetic ear.