



## SEN and Disability

### Local Offer: Early Years Settings

Name of Setting: Nazareth House Day  
Nursery

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://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities>

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.SENReforms@lancashire.gov.uk](mailto:IDSS.SENReforms@lancashire.gov.uk)

When saving your local offer please use the following format:

LO-SETTINGNAME

e.g.: LO-FLUFFYBUNNIES

|   |   |            |                                     |                                  |
|---|---|------------|-------------------------------------|----------------------------------|
| <b>Setting Name and Address</b>   | <b>Nazareth House</b>   |            | <b>Telephone Number</b>             | <b>O1524 64090</b>               |
|   | <b>House Day Nursery,<br/>Ashton Road<br/>Lancaster LA1 5AQ</b> |            | <b>Website Address</b>              | <b>www.sistersofnazareth.com</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>No</b>   |            |                                     |                                  |
| <b>What age range of pupils does the setting cater for?</b>   | <b>0- 4+</b>  |            |                                     |                                  |

|   |   |
|---|---|
| <b>Name and contact details of your setting Senco</b> | <b>Nazareth House Day Nursery</b><br><b>Ashton Road</b><br><b>Lancaster</b><br><b>LA1 5AQ</b><br><b>SENCO – Allyson Jackson and Sara Fountain</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>Alison Carroll</b><br><b>Nursery Manager</b> |              |  |
| <b>Contact telephone number</b> | <b>01524 64090</b>                              | <b>Email</b> | <b>alison.carroll@nazarethcare.com</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> | <a href="https://www.sistersofnazareth.com/wp-content/uploads/LO-Nazareth-House-Day-Nursery-20.9.18.pdf">https://www.sistersofnazareth.com/wp-content/uploads/LO-Nazareth-House-Day-Nursery-20.9.18.pdf</a> |             |                |
| <b>Name</b>  | <b>Alison Carroll</b>   | <b>Date</b> | <b>20.9.18</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

Nazareth House Day Nursery is a private day nursery offering full day care for children 0-4  
We are open all year round except for Bank Holidays. We are open from 7.30am - 6.00pm.

The nursery is divided in three rooms of varying age groups, and named Bluebells (0-2 years with 15 babies and toddlers), Poppies (2-3 years with 20 children) and Sunflowers (pre-school with 32 children). Each room has a senior member of staff who is responsible for overseeing the room.

Our key staff are as follows:-

**Manager** - Alison Carroll

**Deputy Manger** - Allyson Jackson

**Senior Nursery Officers** - under 2s - Kirsty Bagguley, 2-3s - Haley Agar, Pre-school 3-4  
- Leanne Dick & Steph Pinder (job share)

**SENCO and Behaviour** - Allyson Jackson & Sara Fountain

**PICO** - Allyson Jackson & Kirsty Bagguley

**ENCO** - Sheila Dwyer & Carol Walker

**Nominated Officer's for child protection** - Alison Carroll & Allyson Jackson

The Deputy supports the Senior staff as well as supporting the nursery manager in the overall management of the nursery. The manager ensures the overall management, development, control and effective operation of the day nursery.

## 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 nursery is set in substantial grounds and was converted into a nursery in 1972 and was fully refurbished and extended in 2011. The grounds are easily accessible and there is a large car park with two parking spaces either for disabled or dropping off or picking up. We have storage shed available for pushchairs and car seats. The nursery is wheelchair friendly with all doors and gates being the appropriate width. The nursery building has a reception in the entrance and access is gained by a buzzer/intercom system. The system is also linked to our under 2s room which also has a two way mirror into the reception area and a buzzer/intercom which is used if the reception is unmanned.

We have two large display boards in the entrance hall. One with picture of the children showing a range of activities both in and out doors and one used as an information board for the parents/carers. All parents/carers are made aware of all our policies and procedures on admission and copies can obtain copies at any time.

There is a staff notice board where all names and pictures of staff members are displayed. The Corridor is painted in a pastel colour, has fully fitted carpets and has fluorescent style lighting.

We actively share different cultures where everyone is valued and respected and we support children with EAL. We have pictures, signs, key words and displays from different countries and cultures in the corridor and around the nursery.

The three nursery playrooms are situated on the ground floor and all have large windows with plenty of natural light, all are fitted with roller blinds and are all decorated in pastel colours with arrange of display boards. The rooms have a mixture of carpet, rugs and vinyl flooring and all have kitchen area with wall and base units. In our 0-2 room there is a fridge for storing food and milk etc and there is also a microwave. The rest of the furniture is free standing which can easily be rearranged as necessary or moved for deep cleaning. All doors have viewing panes at the top and bottom and the rooms are all appropriately named.

From the corridor there is a kitchen which has a stable door where menus are displayed. This also gives parents the opportunity to talk our cook and answer any questions they may have with regard to menus, food and diets.

Also from the corridor there is a disabled and visitors toilet and a laundry. The laundry is always kept locked. There is also a door leading to the staff shower and toilet as well as the stairs to a staff room and storage area. This door is also always kept locked and is not accessible to the children.

In our 0-2 room we have low wooden chairs and tables as well as high chairs. The room is divided into comfy, exploratory, physical and quiet which a range of age appropriate low level furniture and equipment. All the baskets and tubs are clearly labelled with pictures on. There is a small bathroom with two changing units, a sink, sluice and storage for nappies and clothes etc. There is also a separate sleep where there are three cots, baby loungers and large cushions there is also a dimmer switch and projected lights which enables the room to be also used as a sensory area.

In our 2-3 room the tables and chairs are toddler height. The room is divided into provision areas

where the toys are stored in child height storage with pictures and labels on so children can easily identify them. The water and sand trays and easel are toddler height and there are tuff spot trays available for a variety of uses. There a range of display boards showing children's displays and speech during play. We have a quiet/cosy area where children can read books, relax or can have a sleep. A snack table has healthy snacks and jugs of water where the children can pour their own drinks during the day. Our toddlers have their own bathroom where there are changing facilities, potties, sinks with sensor taps, a hand drier and storage for nappies and spare clothes etc.

In our 3-4s room we have age appropriate chairs and tables. The room is laid out in provision areas and all the furniture is low level and all resources are stored at children's height and are easy accessible. All areas are clearly named and boxes and containers have labels and pictures on so they are easily identified. The sand and water trays are at the children's height and we have different sized trays used for messy play. There are lots of photographs displayed showing children during activities along with speech bubbles on a range of display boards. We have a variety of labels and words around the room for practitioners to refer to when supporting children in play. A snack table has healthy snacks for the children to eat throughout the day and a water machine is available for the children to access their own water. They have their own bathroom with toilets, sinks with sensor taps, hand drier and storage for spare clothes.

### **The Outdoors**

In the 0-2 area there is a soft play area which has a covered shelter. The area is flat with a small slope from the play room to the outdoors. They have their own growing area for flowers, fruits, vegetables and herbs. There is a storage shed where they able to access and choose their own toys and outdoor equipment. There is builder's yard, sand pit, water wall, tuff trays and a variety of natural resources either hung up or put in tyres which are easy to reach for the little ones.

In the 2-4 area there is a large soft surfaced play area with a covered area which has a slight gradient. There is a slightly larger slope from the 2-3 year old room to the out doors and because of this there is a hand rail in place. There is a large storage shed for the children to be able to access their own toys and outdoor equipment. This area also has mud kitchen, builder's yard, sand pit, water tray, water wall, tuff trays and a variety of natural resources either hung up or put in tyres which are easy to reach. There are tubs and containers where children have the opportunity for growing and planting There is a quiet area under the covered area and all the wellingtons and rain suits are stored under cover.

Children have the opportunity to transport resource that they use inside to outside to ensure continuity of play.

We have a large landscaped adventure play area for all ages to use.

This area is grassed with pathways is mainly flat with a raised mount, there is also a gazebo, sand pit and areas for planting and growing, flowers, fruit bushes, vegetables and herbs.

We also have a 'woodland nursery' in the grounds which is a natural environment where children have space and freedom. The access to the woodland is grassed and on a small slope. In the woodland there are pathways with bark laid but the area is uneven with trees, sticks, logs tepees

and natural grasses and flowers. All aspects of the curriculum can be taught outside and the children learn informally about nature through being out in the woods. The natural environment promotes the development of children's learning through their senses it also helps them to build confidence and self-esteem as well as offering challenge. This is a stimulating environment where children develop an understanding of risk for themselves. Other benefits for children in our woodland nursery are that it promotes language and communication, social skills imagination, co-operation, balance and co-ordination, active play and opportunities to experience all seasons and weathers.

- 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**

We explain to parents on admission about the children' learning journey's which we now process on EyLog, an electronic system the practitioners use on tablets. They contain evidence for a child as they learn and develop moving through the Early Years Foundation Stage. This is used as evidence to support tracking progress through the EYFS. We encourage parents to support children's learning, let them know how they can be involved and contribute to their learning and development.

We recognise the importance of early identification and assessment of children with special educational needs. This is particularly important in the area of early year's education. We will develop practices and procedures, which will aim to ensure that all children's special educational needs are identified and assessed and the curriculum will be planned to meet their needs.

All key people are responsible for assessing their children so they are aware soon after admission where their base line is. They build up a relationship wither key child and their family are aware of their interests. Staff observe plan and assess children's leaning and development following the EYFS and we also use additional information from Wellcomm in the appropriate age bands. If a parent is concerned about any area of their child learning and development we would ask them to speak to our SECO along with the child's key person. We encourage parents to work closely with staff to support their child's individual needs. By regular observations and assessments of children's play we are able to monitor them to enable early identification of children's special needs. The key person will have evidence in his/her learning journey along with the two year old check which is shared with the parents. This evidence will enable us to plan appropriate provision and provide support where required.

We use a well planned structured environment for all children that have additional needs. We ensure that parents are informed and are involved at all stages of assessment, planning, provision and review of their child's education. All our practitioners support children with additional needs with the help of our SENCO'S who co-ordinate liaisons between parents and other professionals e.g. speech and language therapists, physiotherapists health and visitors. We are in contact and have regular visits from our inclusion teacher and achieve positive relationships for information sharing. Our SENCO takes the lead in planning support and as well as monitoring, reviewing and delivering an individual programme with set targets. (IEP) These are monitored taking into



account the child's strengths and weaknesses.

To plan children's individual next steps we use provision mapping which enables us to target and support any areas of learning and development which has been identified. This helps us to recognise any gaps in provision and areas for development.

We use a graduated approach following the Code of Practice guidelines providing increasing levels of support which are given where necessary taking into account the whole needs of the child. If it is appropriate, and with parental permission, the SENCO and key worker will move on to the first stage of the graduated response.

**Early years action:** - This is the first stage within the graduated response and is used when practitioners are taking additional or different action in order to enable a child to learn more effectively. Strategies used to support the child to make progress and are recorded on an Individual Education Plan (IEP), the setting SENCO and parents/carers monitor and review the progress made by the child on a regular basis. The SENCO will collect all known information about the child from other involved agencies and professionals.

**Early action plus** - This is the second stage of the graduated response and is used when, following a period of time at Early Years Action there continue to be concerns regarding a child's development and progress. At this stage, we will seek the help of other professionals from outside the setting with the agreement of parents or carers. If a child is already receiving support from outside agencies and with parental permission we will work with these professionals. IEPs continue to be used and reviewed regularly in consultation with the parent's carers, with those professionals involved providing ideas and strategies to support a child.

**Statutory assessment** - If a child continues to have difficulties, parents, carers or the advisory teacher for Early Years SEN will consider a statutory multi-disciplinary assessment. A detailed multi agency assessment is completed to set out what provision would be needed to meet a child's needs taking into account their level of ability. A statement of Special Educational Needs is a legally binding document that sets out the support that is needed to meet a child's needs.

Parents are involved at all stages of our graduated response, and are supported during the whole process. We have a system to plan, implement, monitor, evaluate and review the IEP's of each children with special educational needs IEP's.

## 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**

At Nazareth House Day Nursery we welcome children with special educational needs as part of our community and we aim to ensure that all children have an equal opportunity to engage in the curriculum.

The setting has due regard for the Equality Act 2010 and Children and Families Act 2014 and will make all reasonable adjustments as appropriate.

We recognise that we will need to consider the individual needs of children when planning our curriculum. We aim to provide a curriculum, which is accessible to the individual needs of all our children.

We recognise that some children will need additional support to ensure access to the whole curriculum. We will ensure that the needs of children are identified and assessed and we aim to provide appropriate support strategies. If additional specialist advice and support is necessary we will contact the appropriate external agencies.

We recognise the vital role of parents/carers in the identification, assessment and response to their children's special educational needs. We will work in true partnership with parents/carers, valuing their views and contributions and keeping them fully involved in their child's education.

We aim to assist all children to attain their maximum potential treating everyone as individuals and recognising that all children develop at different rates. We plan by observing the children in order to understand and consider their current interests, development and learning. Practitioners use Development Matters and Statutory Guidance to plan for provision and activities for children in our setting.

Following the EYFS ongoing observations are recorded and then transferred to their 'Learning Journey's' along with any photographic evidence. The observations are linked to the seven areas of learning and development, as well as to the characteristics of effective learning. There are three prime and four specific areas The Prime Areas are: - Communication and Language, Physical Development and Personal, Social and Emotional Development. The Specific areas are: - Literacy, Mathematics, Understanding the world and Expressive arts and design.

Staff assess whether individual children are developing or emerging towards a stepping stone or have secured it. From this the next steps are planned and followed through using weekly enhancement sheets with a balance of child led and adult led activities both for in and out doors.

When a child moves room the key person fills in an up to date tracker on EyLog which is shared with the new key person.

Between the age of two and three years practitioners review their key children's progress and will provide parents/carers with the 'Two year old progress check' of their child's development in the prime areas. If there are any significant concerns a targeted learning plan is completed to support the child's future learning involving any other professionals as appropriate. Individual tracker sheets are completed each term and the key person evaluates the characteristics for strengths and weaknesses termly. Our provision areas for under 2s are; Comfy, exploratory, physical & imaginative - from two year old upwards are: - Sand, water, writing, malleable, snack/baking, ICT, Quiet area, home/role-play, workshop and construction/small world. Activities in all areas are adapted to meet the needs of all different age groups. In the child's final term in which the child reaches five an EYFS Transition profile is completed recording a picture of the child's knowledge, understanding and abilities. This is discussed with parents/carers before it is passed on to their relevant school. We promote inclusive practice and recognise that some children have particular needs and we ensure that children with additional needs are fully integrated within the EYFS. Practitioners are creative with resources and support for children with SEN. The Key Person creates a relationship with the child and their parent/carer, sharing any information and concerns they may have, this acts as a link and ensures a consistency between your child's care at home and nursery.

The Key Person is responsible for recording the child's developmental progress and achievements which are then put into the child's individual Learning Journey which will highlight how the key person will support, encourage and challenge them for the future.

The learning journey is kept available at all times for parents/carers to view and contribute to. Daily reports are also completed by the key person up to the age of three which we also encourage parents to contribute to. We hold parents/information evenings twice a year

Where parents have the opportunity to talk to their child's key person about their progress and development.

If a key person feels that the child is having difficulties or any concerns in any areas of learning and development he/she would talk to the senior person in the room who will then liaise with the SENCO to look at the best ways to help that child. The parent/carer will always be kept involved and updated of any changes.

## 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**

The staff are aware of the importance of the correct play and learning environment for the children both in and out doors. We aim to develop good social skills and an appreciation of all aspects of our multicultural society. By observing and creating learning experiences we can recognise children develop at different rates and in different ways.

We find out on admission the needs and requirements that a child may have with SEN. We will share age appropriate resources from our different age groups rooms where necessary.

We use a proportion of the money allocated which we receive from the Early Years Entitlement to support training and purchase any required items. We liaise with parents and other professionals to advise where to obtain or purchase any specialist equipment or resources to ensure these are going to be beneficial to the child. We also use this money to provide any additional staffing e.g. one to one support.

We ensure the key person and SENCO have enough time to work with other professionals and up date IEPs and CAF forms etc as well as working through any targets from other professionals such as the speech therapist that may have been set. We also ensure the SENCO has time to support key persons who are looking after any children with additional needs.

## 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?

## 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

Our aim is to develop positive relationships between the key person and the parents/carers and their families. Parents are encouraged to play an important part of their child's care and education while at nursery. We give special consideration to the individual needs and circumstances of the children and their families. All parents are made aware of our policies for admission and transition.

We maintain a friendly and welcoming environment where children can feel happy, safe, secure and comfortable with the staff. We also aim to make parents to feel happy about leaving their child in our care and would like them to feel part of the nursery. The nursery staff will work in partnership with the parents/carers to settle their child into the nursery environment

The parent/ Carer will be introduced to the child's key person who will work together with the family to find out the child's routine at home and about his 'likes and dislikes'.

We understand that children are individuals and therefore we are flexible on their settling in sessions which may vary, inductions will progressively increase at nursery so he/she can familiarise themselves with the surroundings and staff.

Only when the parents/carers and child are happy and ready to be left in the care of the nursery will a start date will be decided.

We always try to ensure that children moving to a new room or setting, both internally and externally do so with the minimum disruption. The nursery is committed to working in partnership with parents and other settings to ensure smooth transitions for all children.

With the parent's permission all relevant information about the child will be shared with the new setting. Staff from the new setting will be welcome to visit the child in the nursery.

Staff will complete transition reports on the child's progress in nursery, which will be shared with the child's parents and, with the parent's permission, the new setting/school.

If a child has SEN then a transition meeting will be held which is an opportunity for parents, practitioners and other people who have been involved with a child during their early years, to meet with school staff and discuss how best to support the child on transition into school.

We always ensure additional factors that may need to be considered ensuring a smooth transition of children with additional of SEN needs.

## 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**

All our permanent practitioners are qualified to level 3 or 4 in childcare relevant qualifications or above.

In the interests of providing the best possible care and providing development opportunities in the nursery, each member of staff member is given the opportunity to develop their personal skills to broaden their knowledge and skills and maximize their potential in caring for the children. To facilitate this we:-

Hold regular staff meetings

Conduct bi-monthly supervision for each staff member

Have staff appraisals annually

On-going in house training sessions

Encourage where practical staff to attend external training courses and share their knowledge to less experienced staff.

Practitioners in our setting have completed a wide range of courses including:-

SENCO, ENCO, PICO, Welcomm, Makaton, Encouraging positive social behaviour, safeguarding, cluster meetings and all staff have completed Information Sharing and CAF Training.

We provide support and help practitioners with awareness and knowledge of a range of SEN and provide additional information and expertise where necessary.

We are kept up to date with any information and training from our Inclusion Teacher.



## 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 (e.g.: Phone, text, email, notes, home-nursery diary etc)

## What the setting provides