



## **SEN and Disability**

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

Name of Setting: **Silverdawn 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:

<http://www.silverdawndaynursery.co.uk/LO-SilverdawnDayNursery.pdf>

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

eg: LO-SILVERDAWNDAYNURSERY

<b>Setting Name and Address</b>	<b>Silverdawn Day Nursery</b>		<b>Telephone Number</b>	<b>01772 679239</b>
	<b>23, Lytham Road</b>		<b>Website Address</b>	<b>info@silverdawndaynursery.co.uk</b>
<b>Warton</b>				
<b>Nr Preston</b>				
<b>Lancashire</b>				
<b>PR4 1AD</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 will support children with a range of special educational needs</b>	
	<b>X</b>			
<b>What age range of pupils does</b>	<b>0-4</b>			

<b>the setting cater for?</b>	
<b>Name and contact details of your setting SENCO</b>	<b>Mrs Vanessa Miller</b> <b>Mrs Rebecca Bastian (Deputy SENCO)</b> <b>01772 679239</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 Vanessa Miller (Nursery Manager/SENCO)</b> <b>Mrs Rebecca Bastian(Nursery Supervisor/DeputySENCO)</b>		
<b>Contact telephone number</b>	<b>01772 679239</b>	<b>Email</b>	<a href="mailto:vfmler29@aol.co.uk">vfmler29@aol.co.uk</a> <a href="mailto:info@silverdawnadaynursery.co.uk">info@silverdawnadaynursery.co.uk</a>

## 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="http://www.silverdawnadaynursery.co.uk/LO-SilverdawnDayNursery.pdf">http://www.silverdawnadaynursery.co.uk/LO-SilverdawnDayNursery.pdf</a>		
<b>Name</b>	<b>Mrs Vanessa Miller</b>	<b>Date</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

Silverdawn Day Nursery is a full day care setting, providing places to children from birth to the age of 4 years. The setting is open Monday to Friday from 08:00am until 18:00pm, for 51 weeks of the year with the exception of all Public or Bank Holidays.

The setting is organised into 2 individual buildings within its grounds, to provide a separate 0 – 2 year olds room for up to 9 children per day. Each building has continual access to outdoor provision. The groups are organised by age/stage in the main building for the groups 2 – 3 years and 3 – 4 years with a combined maximum total number of children in attendance on any one day being 28. Each individual age group has key practitioners, their role is to plan and organise appropriate learning, activities and support for each child within their group. The setting host an array of practitioners with additional responsibilities which include 2 named safeguarding officers, a Special Educational Needs Co-ordinator (SENCO), a Parental Involvement Co-ordinator (PICO), a Equalities Named Co-ordinator (ENCO) and a Behaviour Management Co-ordinator.

We have named practitioners within the setting who fulfil specific roles. The Manager of the setting is also the named SENCO, and it is her role to oversee the day to day running of the setting. It is the Managers role to co-ordinate her staff and to ensure that any new information and changes to the Early Years are filtered down to the team. She is also there as a source of support for the staff and parents as well as being the first port of call for outside agencies that may have dealings with Silverdawn. As the SENCO her role includes supporting all key workers, in being able to first identify any specific needs a child may have. She will liaise with the Inclusion teacher and decide the best course of action, whether that is to call for a request for guidance or arrange a Common Assessment Framework (CAF) to be started for a child or family. Her role is to give support to children with additional needs, from access to the setting to carefully working alongside the key worker to make sure that Silverdawn offers the best it can when it comes to the child's care and learning. She keeps records and makes sure that the family has the best support and resources to help with the development of their child. In addition to the Manager we have a Deputy Manager who fills the role of the manager in her absence and helps to ensure that all staff work to the best of their abilities, offering them support and guidance if they need it. In the absence of the deputy manager, the Supervisor maintains their responsibility and role. Also the 0 – 2 year room has a permanent supervisor with additional responsibilities to ensure the highest of quality childcare is provided. Silverdawn has 3 group leaders who support and guide their team in each age group.

In addition to the SENCO we have a PICO who ensures that parent's feel included and valued as part of the Silverdawn community and passes on any information they should need. She liaises with the manager to make sure that parents feel supported and valued. Every parent is treated equally and with respect and it is the role of the PICO to ensure all members of staff know how important parents are to their child's development. Our setting also has an ENCO

who ensures that everyone involved with the setting is given the same opportunities and that respect is shown by all. It is also the role of the ENCO to be aware that the resources and activities reflect and incorporate all regardless of culture, religion, sex, age or ability.

We also have two named Safeguarding officers, who are trained to a level 2 in safeguarding, to spot early signs of need, neglect and abuse. Their role is to ensure current legislation and practices for safeguarding children are followed in the setting. All members of staff hold a level 1 and are aware who the nominated officers are and where the advice is kept should they wish to make a referral. Should any form of abuse be suspected toward any member of staff or child, the nominated safeguarding officers will be the first to seek advice or make a referral.

The nursery also has a nominated Behaviour Management co-ordinator, whom is available to support all staff and children with regards to understanding and managing behaviours.

## 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 setting was purpose built with single storey buildings. Both buildings have wheelchair access from all entrances and exits with the exception of the kitchen door and a rear side door. The setting is an open plan environment throughout to maximise the ease of movement for each child.

The setting provides six parking places at the front of the setting within the security of the settings grounds, and an additional three parking spaces on the opposite side of the road to the building. The setting is positioned up a 'dead end' road which minimises passing traffic and increases the safety. The inclusion of under floor heating was installed during development of the setting, which has maximised the space and movement available to the children whilst reducing potential hazards. The setting is all on one level. The entire setting has low level windows to enable children to see out whilst maximising the available natural light, with illuminated strip lighting throughout. There is an accessible toilet within the 0 – 2 year building, which has a separate toilet for adults. All internal doors, with the exception of the toilets, have fire proof wired glass at the top and all storage cupboards are solid and secured with universal locks.

The main reception is a bright and welcoming environment for parents and children. It is a hub of information and children's work with an opening window to the manager's office for any visitors to use. The information available includes our most current Ofsted report, practitioner pictures, community news and events such as at the local children's centre. Any information sent to us to display is only available in the format received, however we do try as far as practical to vary formats to include large print or Braille where possible. Families can request copies of our information in basic, large or electronic print. All of our settings policies and procedures are available to view via the Silverdawn App.

### **The Buildings**

All buildings are illuminated with strip lighting with low level windows. All of the walls are painted pale in colour with a number of adult height display boards. The display boards and the woodwork are painted in a neutral colour to give a natural and calm effect. The floors are solid vinyl, with a small carpet area within the 0 – 2 year room, with the use of rugs and soft

furnishings to differentiate the areas within the rooms for play and relaxation. The 0 – 2 year room has its own kitchen facilities with base units, sink and work top with the inclusion of a fridge for storing food / milk. All the other areas have free standing furniture so it can be moved and rearranged to make accessible areas.

**The 0 – 2 year** room has two cots, with the inclusion of cushioning as a flop down area with various wipeable rocking chairs and pillows to create a comfortable restful area. The rest area also benefits from a curtain, which can be moved out of the way when not in use, to offer different lighting effects. Families are encouraged to bring pictures of the children and their families to be displayed around the room.

The furniture around the room is all low level, consisting of both wooden and plastic incorporating labelled and pictured storage boxes, so the children can identify them. There are a number of rugs around the room, within different areas, which are also used for activities such as circle time. The toys available vary from both natural resources to plastic, and resources from the older groups may be borrowed if it is appropriate to a child's needs or development. The room benefits from double glass fronted doors which are used to access continuous outdoor provision, whilst creating additional natural light. The outdoor provision is a self contained secure area solely for use from the 0 – 2 year room. It has a clear canopy covering, ensuring use in all seasons, with appropriate resources to include low level sand and water trays and a small garden area for planting. There are a number of prams stored within the outdoor area to enable the children going out for walks.

The room has its own kitchen area and separate accessible bathroom facility. The bathroom is a light room which contains accessible changing facilities with storage for individual children's toiletries.

At meal times, low level plastic chairs, tables and wipeable highchairs are available. Main meals are transferred from the main kitchen at meal times and milks or baby foods are prepared within the kitchen in the 0 – 2 year room.

The 0 – 2 year room has a maximum occupancy of 9 children on any one day.

### **The Main Room**

The main room is a large open plan room for both the 2 – 3 year group and 3 – 4 year group. The office, main kitchen and bathrooms are also within the building.

The room is defined by the areas of learning incorporating height appropriate storage, resources and toys in either natural materials or plastic. All storage areas are clearly labelled with pictures and large print so the children can easily identify them. The children enjoy varying resources, to challenge their different levels of development in a comfortable and spacious environment. The room also has adult sized furniture, the children especially enjoy the sofa in the reading and quiet area. Rugs and soft furnishings are used around the room to define the areas whilst providing comfort areas, these can also provide benefit to children and adults with hearing difficulties as they absorb noise creating less echo in the room. The room also benefits from two permanent screens which enable the rooms to be separate for smaller group activities or to separate the individual groups for development appropriate activities.

Meal times are spent within the entire room, using two defined areas for the different age groups, with plastic wipeable tables and chairs. The 3 – 4 year group enjoy setting their own tables and getting their drinks ready, all of the children enjoy the opportunity to self serve and

have a choice at meal and snacks times. All the children have unlimited access to drink water at all times and full use of the bathroom facilities.

Areas are adapted depending on the planned activities and wherever possible incorporate the outdoor area.

### **The Outdoor Area**

The outdoor area consists of 5 areas, all connected to each other with the 0 – 2 years olds secured area in the centre. This enables all of the children from each of the groups to mix with each other whilst being safe. The outdoor areas are even and accessible for children using walking frames or wheelchairs with the exception of one step into the decked area. However, this can be accessed via the outer gate by the allotment.

The outdoor area is accessible from two exits in the main room, one area has a clear canopy covering and has a gate on one side and low level fencing on the other making it secure. In this area the children access smaller group activities and the opportunity to play or relax in a quieter area whilst remaining outdoors. There is a tarmac area with a planting trough and a fairy garden.

The larger outdoor area is directly in-between the main room and 0 – 2 year room. This area also has tarmac areas with Astroturf to create detail. This area provides a great space for free play and sports activities; it also consists of a water wall, a music wall and a tractor tyre tunnel area which is central. A large planting area is available incorporating a social seating area for storytelling and a playhouse which is adapted to suit topics or themes whilst providing outdoor storage.

A third outdoor area is accessible with a small step through a low level fence off the larger area. This area is fully decked with treated timber and provides a construction area with all natural materials. A seating area is also available for both adults and children to change into wellington and waterproof suits.

A fourth outdoor area has recently been developed into a natural play area, which is off the decking area at the rear of the building. The flooring consists of a compact bark mulch and is all areas are accessible for wheelchair use with the exception of them sensory trail which is solely down to its narrow size. This area provides a space of exploration and imagination as it hosts dens, sand pits and a mud kitchen. The children are also encouraged to care for chickens. This area includes a safe access point to our allotment, which is at the rear of the properties on Lytham Road.

Resources are available outside and are also enhanced from indoor equipment. The doors to the outdoor areas are permanently open to ensure continuous provision extends from the indoor areas.

Where possible and part of our access action plan we will always endeavour to make reasonable adjustments to meet the needs of all children in our care.



## 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

At Silverdawn children's progress is closely monitored. Each child has their own Key Person and learning journey which includes an individual plan linking into current learning outcomes and goals, annotated observations of them in nursery, pictures observations and comments from parents/family and friends, tracking information about their progress across the areas of learning and development within the Early Years Foundation Stage (EYFS) and information from screening tools such as Nuffield Early Language Intervention. Children's development is tracked through the EYFS development matters document which is discussed with parents upon starting at the nursery, so parents are fully aware and understand the tracking process.

Children's learning journeys are available for the children to access themselves and also for parents to look at any time they would like. Although 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 their parents at our 6 monthly parent's evenings to look at the learning journey and discuss progress and any concerns. We also offer regular drop in clinics that parents are made aware of in advance, they can request a key worker or the manager to stay behind and discuss any worries or concerns they may have over their child's development.

In addition to the child's learning journey we also undertake the 2-3 year progress check. This is a requirement of the EYFS and is done for all children in this age group. The EYFS requires us to report to parents on their child's 2-3 year progress check; discussing and identifying strengths as well as concerns. Where the progress check suggest 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. This is the same for all children's development discussions:

- 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. At this stage the settings provision mapping would come into place and we may look at putting the child on a Wave 2 individual plan. From here the practitioner would be able to look at what resources and what they themselves could offer in terms of differentiation to help the child catch up if needed.

- For other children the next step may also include developing a targeted learning plan (TLP) 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 or, 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.
- After this time it may be decided that a Common Assessment Framework (CAF) will need to be completed to involve all professionals working with the child. This will be completed in conjunction with the parent and SENCO. A Local CAF champion may become involved to make the process a relaxed and joint process, this would require parental consent. From here a child may receive Additional Inclusion Support (AIS) and an Early Years Panel will decide the best support needed in setting to help support the staff and child in their development.

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.

At all stages the child and parent's are the most important people, and no decisions will be made without their knowledge. Any outside agencies that may come into contact with the setting regarding a child will first be agreed to by the parent.

Within 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 1), for children who require a little bit of extra input or catch up in a specific area (wave two) and children who require more specialised or intensive intervention (wave three). You can see our provision mapping in setting. We use provision mapping to help us identify what we already have in place to help children at wave 1, 2, and 3, but also to help us see the areas we would need to make reasonable adjustments to ensure we can provide the best care and learning for all children who attend Silverdawn.

## 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**

Silverdawn works within the framework of the Early Years Foundation Stage (EYFS). The setting is divided into 3 groups: Babies 0-2 years, Tweenies 2-3 Years and Tigers 3-4 Years. The environment is planned with the age and stage of development as appropriate for the group. Practitioners create individual plans for their key children using Development Matters and the Statutory guidelines for the EYFS.

The EYFS states that there are 3 prime areas of learning and development; these are Communication and Language, Personal, Social and Emotional development and Physical development. These are the prime areas of focus for the 0-2 age group.

The prime areas are still the most significant areas of learning in the Tweenie group but specific areas will begin to emerge and be planned for.

The specific areas of learning and development are Literacy, Mathematics, Understanding of the world and Expressive arts and design. The Tiger group continue to work with the prime areas but are encouraged and supported in their development within the specific areas.

The Nursery operates a key person system which allows for each child to be connected to a specific member of staff; this gives security to the child, a focal point for parents, and the practitioner to have a thorough knowledge of each child in their care.

Practitioners observe and monitor the development and interests of the children in their key group, which allows for individual plans to be made for each and every child, allowing differentiations of activities and resources to cater for every need, whether this is for a child with additional needs, or a gifted child who needs a greater challenge. Children are monitored from their starting at the setting with information being gathered from the parent or carer on their child's development or from a previous setting, until leaving. This ensures that learning and development can be tracked throughout their time at Silverdawn. A Baseline Assessment is done within the first 4 weeks of starting followed by a development check at 2 years, if appropriate, and any areas of concern are quickly picked up through this continuous monitoring process, enabling swift intervention. Our setting has a provision map in place that allows us to identify areas of practice that can be used and tailored to meet the needs of all children and for those children who may be planned for at a wave 2 and have a need for their activities and learning to be differentiated to catch up, the provision map helps us to focus in on the resources we have to help. Similarly when a child has a special educational or additional need, we can plan at a wave 3 with the use of Targeted Learning Plans (TLP) we can focus on specific areas of need that may need help or catch up, and again use the provision map to also highlight areas of our provision that need reasonable adjustment to allow us to provide the best care. The setting Special Educational Needs Co-ordinator (SENCO) will work alongside key workers and other professionals to ensure the provision map is up to date and all relevant agencies work together for the best interests of the child.

We take into account and value parents and carer's views and opinions; this helps us to support the child and forms a united and consistent approach to development. Is approach begin upon enrolment by making parent familiar with the EYFS through the 'What to Expect When' document, this also assists in the Baseline assessment and general getting to know the family. We encourage parents to become involved in their child's learning by sending home voluntary, simple activities to do at home and book packs for parents and children to continue their learning out of nursery. Parents evenings, daily diaries, transition meetings, 2 year progress check meetings, drop in clinics and informal chats with your child's key worker on a day to day basis gives parents and carers the opportunity to ask any questions regarding their child's progress and learning and appointments can be made to go through each child's learning journey file at any time.

We have a good connection with the local children's centre, which organise training and cluster meetings between local schools and nurseries. The centre can also offer help and advice to parents. We will also use the children's centre as a base to accessing any training or advice courses our parents can access and attend. When events and courses are organised by others that we feel will be of particular interest to our parents, we can guide them to our local children's centre or let them know through leaflets, notices and newsletters, and it is the role of our settings Parent Inclusion Co-ordinator (PICO) to ensure parents and families feel a part of their child's learning and development and liaise with the setting manager if there is any concerns of help they should need.

The views and opinions of our children are always valued. This is reflected in the way we plan, each child is planned for individually and a big part that makes up their plan is a child's likes and interests. When a child cannot verbally communicate their views and opinions we look to the parents and carer's to let us know their interests at home and we turn to our observations on how they play. Children are also encouraged to sit and look through their learning journey's and pictures, which they can do at any time.

## 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**

Within each age group there are age and stage appropriate resources available for all children and practitioners to access. 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. Each practitioner will work alongside the SENCO and determine the most appropriate resources and equipment the setting can offer to meet the needs of all children.

Where a child should need specialist resources and equipment that are significantly different to the resources available within their age group, and to the resources available in younger or older age groups, we will as a setting endeavour to access specialist resources and equipment from support services, our local children centres, loan services, or we will ensure our Additional Educational Need funding will be used to purchase the resources and equipment needed. We will always liaise with parents, families and outside professionals to determine what resources are needed to meet the needs of the child.

We endeavour to ensure that additional support is provided when needed using supernumerary staff. We are more than willing to make reasonable adjustments when needed in accommodating any further additional staff required to meet the needs of the child. We work very closely with external agencies and have close connections with our Inclusion Support Teacher. We encourage all practitioners to have good connections with external agencies, and we endeavour to help the members of staff who may not have had as much experience as others to feel comfortable and available connecting with them. We are more than willing to work with any specialist services that may need to be accessed for a child and we would ensure that our staff will be appropriately trained and qualified to meet any need should a child require it. The SENCO, Deputy SENCO have accessed further additional training and will continue to access any relevant training needed.

Our setting often organises trips and outings and all children are included in these. We ensure all parents give permission for their child to leave the setting at the enrolment stage and also, on the day of the trip or outing. We also welcome any parent to come along and attend our trips and visits with us if they should wish. Parents are given the option to agree or not agree for their child to attend any of our trips and visits. We undertake risk assessments of any place we wish to visit and consider the needs of the children who will be visiting. If a child should need further support or additional staffing, this would be provided. We would ensure that all places we visit are accessible for all children in our care.

## 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**

In addition to daily diaries and day to day feedback from practitioners on their child's learning, parents are invited to a whole nursery 6 monthly parents evening. At the parents evening parents will have the chance to look through their child's learning file and ask any questions they may have. It is also a chance for practitioners to go through a summary of the child's learning and development at that time. It is an informal meeting and staff are able to reassure parents of any areas of development that may need support.

In addition to our parents evenings, we also hold drop in clinics, which the manager will inform parents of in advance. The manager will always stay behind at these times; however it is also a time for any parent to request a key worker to stay behind. This time is used as a way of encouraging parents who may not feel comfortable at pick up and drop off times, to ask any questions regarding their child's care and development.

When moving up from each group, transition meetings are held between the parents/carers and both previous and new key person. There is a main focus when children move up to the preschool group, the Tiger group leader and key workers will hold a meeting for all parents, to explain the learning that takes place in the pre-school group. As the specific areas of the EYFS become more of a focus in this group, we feel it is important to share with parents, how we will prepare their child for school and the next stage. Parents have a chance to look a sample activities and resources their children will be using to help aid learning.

Parents are constantly invited to be a part of their child's learning. Through regular newsletters, to weekend books. We also send home reading packs and activity packs to be completed if the child and parents wish to do so, and we ask for feedback sheets to be filled in. These packs are particularly good for children at a wave 2 and 3 or catch up, to extend their targeted focus at home. We also send home voluntary home link activities that are displayed and rewarded in setting.

We pride ourselves on our parent partnership and often invite parents in to share their work and home experiences, for example we encourage parents from other cultures to come in and share with the children their food and culture. We also have parents of different health care and safety professions come in and give talks to the children.

We at Silverdawn like to go one step further with regards to parent partnerships, we often invite parents into Stay & Play sessions where they can get involved with their child's play and learning and see firsthand what nursery life is all about. In addition to this we hold parent workshops, where parents are invited in on an evening to take part in activities and ask for tips and advice on activities to do at home. These often focus on a topic of the parents choice.



- 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**

When a child is first enrolled with Silverdawn we offer play sessions, these play sessions usually commence the month before the child begins, we offer at least 2 as a guide but depending on the child and parents confidence, we will offer more. Play sessions last for an hour each time, and parents are encouraged to stay at the first session. It is at this first session, that the parents can be introduced to their child's key worker and key group. This time allows the child to explore the setting with the comfort of their parents or carer being close by, it is also an opportunity for key workers to make that first initial assessment of the child's development with the parent or carer. Informal questions will be asked, and it is a chance for parents to let the key worker or manager know of any needs not previously stated.

When a child first begins at Silverdawn, parents and carers are asked to fill in an 'All about me' form, this is a document letting practitioners know a child's likes and dislikes, but also what a child may be good at, or areas that may need extra support. We also ask that if a child has attended a previous setting that parents bring along their child's previous development trackers, or for permission for the manager to liaise with the previous setting to gather this information.

Children are monitored and observed from their starting point using baseline assessments, gathered from initial observations, information from a previous setting and parental comments. During their time at Silverdawn a child's development will continue to be monitored and tracked until their leaving from the setting. A development check is done for every child at 2 years, and any areas for concern are quickly picked up. A tracking document is used for all children called Development Matters and on transition to school or another setting a transition summary judgement is completed. The transition summary judgement will state the age band that the child fits most comfortably in at the time of completion. Any Early learning goals that a child may not be entering at the relevant stage of development will be explained in the summary, similarly if a child is exceeding in all areas. Parents and carers will have the opportunity to fully go through the summary with the child's key worker and SENCO if required and give consent for it to be shared. Any further information such as action plans or targeted ongoing learning plans will be shared with the child's school or new setting with the parent's permission.

Children always have access to their own learning files and we encourage parents to go through these with their child to share their learning before leaving Silverdawn. Upon leaving Silverdawn to go to school, we have very good connections with the schools in our area and often go for visits to watch any performances or sports days they may have. We also invite all teachers of the children who are leaving the setting into Silverdawn to meet the children in their own environment. This allows the child to feel comfortable and confident in their own

environment, to talk and get to know their new teacher, by completing a simple activity. This is also a time for the teacher to look through their pupils learning file, and ask any questions they may have. We would also endeavour to use this time to go through thoroughly any specific learning, developmental or behavioural needs a child may have.

## 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 practitioners are qualified to a Level 3 or above in Early Years. The manager is working towards her Level 5 and the Deputy is Level 6 Qualified.

The SENCO, Deputy SENCO and Safeguarding officer all have level 1 and 2 CAF training.

All staff hold level 1 CAF awareness.

All staff hold a current paediatric first aid certificate.

The safeguarding and deputy safeguarding officer hold a level 1 and 2 certificate and all other practitioners are trained to a level 1.

Within our setting we have staff that have or will have completed the following courses

- Managing Behaviour in an early years setting
- Nuffield Early Language Intervention
- WellComm
- Children Looked After
- Equality in the Early Years
- Prevent Duty

As a setting we are prepared to send our staff on all and any training that is offered to meet the needs of all children in our care. Whether this be specialised training for a specific special education need or general training that all practitioners can access.

We constantly encourage our staff to update themselves into specific areas of need using the National Strategies. Practitioners have access to a wide library of resources and books, and

we often gain further knowledge and advice from our Inclusion Teacher and outside professionals. We also make use of the local authorities websites such as Lancashire Children's Trust to keep updated with any new learning tools.

### 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 Further Information and to discuss any question you may have the Manager/SENCO can be contacted on 01772 679239 or via email to [info@silverdawnnursery.co.uk](mailto:info@silverdawnnursery.co.uk) or to [vfmler29@aol.com](mailto:vfmler29@aol.com)

If any parents are unhappy they can talk to the setting manager or deputy manager. As a setting we have a complaints procedure that we follow, this is available to parents within the setting.

Parents can phone the setting at any time to ask about their child's day, and their child's key worker can be requested.

For all other information regarding parental discussions and their child's development, please see the above information.