

The Setting

- What type of setting is it?
What age group does the setting cater for – 0-4, 2-4 0-4 and before/after school clubs etc?
How many children are you registered to take in which age groups? How are the age groups organised?
Who are the key staff? (room leaders, manager/supervisor, SENCO, person with responsibility for behaviour, PICO, ENCO etc.)

What the setting provides

The nursery is based in a large Victorian house in Bamber Bridge, Preston near to Browndedge St Mary's Church. The fantastic grounds are fully enclosed providing the children with a safe and challenging environment.

We cater for 2-4 year old children who play and learn co-operatively in a shared nursery space. We have 8 members of staff all qualified Level 3 or higher. One member of staff is qualified to Level 6 and one member of staff has Qualified Teacher Status and Early Years Teacher Status. In the setting we have a SENCO (Shaun Wilson), Safeguarding Officer (Shaun Wilson), PICO (Barbara Carroll) and ENCO (Stephen James).

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

Rooms in the setting have good access throughout, with thoroughfares linking the different sections of the nursery. All aspects of the nursery's environment, such as learning areas and provisions, are flexible and can be adapted according to the needs of the children. All resources are at accessible heights.

The Nursery has worked with children and carers/parents who have EAL and publish newsletters in the required languages. Multicultural aspects are introduced to songs, displays, role play etc.

There is a digital photo/video frame on the main displaying recent activities and a 'Carers/Parent's Corner' offering advice on teaching techniques used in the nursery and other essential information. We ask our carers/parents and staff to share learning resources, for example; websites, multi cultural books including sign language).

Signs, posters and pictures are used around the setting with pictures to direct children and adults.

Accessible toilets and changing facilities are available, and we demonstrate the physical practicalities of the setting to those visiting the nursery.

We provide multi sensory activities as part of our planning, as well as other inclusive development resources. Policies are updated regularly and are available to carers/ parents on request.

There is sufficient off/on-street parking close to the setting. Consequently the nursery was unable to obtain permission for a disabled parking space. At present there is no specific access provision for the disabled, however this is reviewed annually.

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:

Dowry House Nursery provides carers/parents with a Welcome Pack to enable them to provide information about their child and to help staff to share information about the child's strengths and needs. Clearly children are at the heart of all we do and accordingly we work together with carers/parents and their children to provide the care and support needed to achieve the desired outcomes.

Each child has a key worker. Their role is to develop trusting, sensitive relationships with carers/parents and children to enable respectful sharing of information. If you have any concerns about your child's development you can arrange to discuss these privately with the key worker. Staff carry out assessments within two weeks of children starting with subsequent ongoing assessments. Any indicators of potential additional needs are highlighted at the earliest opportunity. From there an individual plan is prepared with input from carers/parents.

On request our SENCO will explain how children's individual needs can be met by planning support using a Targeted Learning Plan (TLP), and the advice from the Area SENCO. He will also explain who may be involved and their roles. We also look at reports from health care professionals, for instance; health visitors, speech and language therapists when as they are provided as these help to identify a child's individual needs. We welcome carers/parents and professionals sharing these reports which facilitate appropriate planning to meet specified needs. We work in partnership reviewing the TLP targets, planning new ones together, and giving carers/parents ideas to support the child at home.

Observations, assessments and evaluations all contribute towards TLP's and a child's key worker oversees the targets on the TLP. Ongoing observational assessments are made of all the children and are linked to the 'Development Matters' i.e. ages and stages of development. This process, in

some cases, identifies individual needs.

These observations will be discussed with the SENCO (Special Educational Needs Co-ordinator) Shaun Wilson, and other staff that work with a child. If a child's key worker has identified a possible individual need, they will discuss this with carers/parents in private, and plan together (with the SENCO) to support a child's learning and development.

The nursery's SENCO has many years experience working with children with additional needs and will offer support and advice to a child's key worker and other staff in the setting. If necessary he will also liaise with other professionals to seek advice and support in identifying individual needs. Support and advice can also be sought from the Local Authority SENCO, and Early Years Advisory Teacher with your permission.

A child's key worker is usually in nursery for the sessions attended by the child. This means they are able to foster a relationship with and understanding of your child.

Another member of staff, being a close 2nd Key Worker, ensures support is provided in the absence of a key worker.

The nursery management team is responsible for implementing the inclusive policies, ensuring that: policies are in place and up to date, staff are able to attend relevant training, staff meetings take place to explore SEND and inclusion issues, the environment is inclusive, and to provide information packs for carers/parents. They also promote our open door policy, assuring everyone receives a respectful welcome.

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

Each child has a key worker. Their role is to develop trusting sensitive relationships with carers/parents and children to enable respectful sharing of information. If carers/parents have any concerns about a child's development they may request a private appointment to discuss the issues. The staff plan learning opportunities for all children in the nursery with Key Workers planning activities, considering next steps, children's interests, development stages and additional needs. Differentiation for the children and provisions and enhancements for an enabling environment are carefully considered and put in place. Plans are also made from Targeted Learning Plans.

Nursery staff carry out assessment of children on an ongoing basis with evidence logged in Learning Journeys. These Learning Journeys belong to carers/parents and the children. Accordingly, they are accessible to them at all times on request. We also have Open Evenings where carers/parents can take time in the setting to look through the Learning Journeys and discuss them with staff. Upon completion of a Journey booklet it is given to carers/parents for use in the next stage of the child's education and life. Our staff make baseline assessments (at two years) and starting point assessments (for older children) within two weeks of them starting with subsequent ongoing assessment. Observational assessment is used to establish a starting point. The key person will observe the child in the first two weeks of them settling into nursery and complete a summary sheet based on their observations. These will be clearly marked as starting points in red boxes as these summary sheets are used at several points during the child's learning journey. The summary sheets are linked to the EYFS ages and stages of development. Activities, experiences, routine resources and provision are planned for the individual.

Any early indicators of potential additional needs are highlighted at the earliest opportunity. Subsequently an individual plan is implemented with carer/parental input. The nursery uses the EYFS Development Matters for our assessment and considerations. A copy of this is available online. The setting has an 'open door' policy and encourages practitioners to develop strong liaisons with carers/parents at drop off and pick-ups as they are crucial to building carer/parent partnerships and to help progress children's development. Telephone contact with carers/parents during the day complements this practice if requested by carers/ parent.

Within the setting there are communication systems in place, for example; home/setting books, carers/parents evenings, carers/parents meetings, daily conversations with carers/parents when they collect / bring their child to nursery and newsletters. As a setting we can agree a comfortable form of communication with the carers/parents including verbal, written, email or text. We invite carers/parents to share their knowledge with the staff about their child's interests, achievements and development. Carers/parents are involved from the initial visits at nursery when they register their child at the setting. The child's strengths, need, like and dislikes are discussed at this point. Carers/parents are encouraged to share information with members of staff from the onset and on an ongoing basis about individual needs of their child and any agencies involved with the child/ family. Carers/parent's knowledge of their child is important and partnership working is sought at every point including Targeted Learning Plans (TLPs) and reviews.

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

Our SENCO (Shaun Wilson) has a number of years experience working in Primary Schools with children requiring additional needs. He attends termly SENCO network meetings, and cascades this information to other staff at staff meetings. He also works closely with the Local Authority SENCO.

A delegated budget is used to train staff and we ensure staff members obtain the relevant training to optimise each child's potential. The nursery has a specific budget to provide for resources that better meet additional needs, such as visual time tables, speech and language resources, EAL cards, sensory equipment and resources to aid physical development. Staff training records are held on file, and relevant training can be viewed on request.

Through the observation process linked to the EYFS ages and stages of development, and in discussion with carers/parents we will identify what support is required. Extra support will then be put in place if necessary, with the aim of enabling a child to become independent within their environment. Ongoing partnerships with carers/parents, other professionals and ourselves will support the discussion making process.

Our SENCO will give advice on meeting a child's needs within the nursery, in consultation with carers/parents and other professionals, where necessary and with your permission. The nursery SENCO will advise carers/parents on the process of applying for extra support, and the Inclusion Funding process will identify the level of need, based on the evidence submitted by the setting and other professionals who are working with carers/parents and family to support the child.

Reports from health care professionals, and other professionals who are working with a child, will be used to plan support within the setting.

The Local Authority SENCO, or the Early Years Team, or other professionals working with the nursery SENCO, will support the decision making process to planned targets on the TLP. The TLP

will be written with carers/parents and will include how they can support a child at home.

Staff meetings within the setting will ensure all staff working with a child knows the child's strengths and needs and how to support them.

The nursery will endeavour to include carers/parents in the planning of outings to identify the strengths and needs of a child. The nursery can prepare a photo book for the children so they know what to expect and invite all carers/parents to accompany children on the trip

The nursery will carry out a risk assessment linked to the visit and the needs of all the children, including carers/parent and supporters, prior to the trip.

The nursery will also take along any aides or medication children may need. All visits or trips would be planned in order to include all the children.

For any more information please contact us, and speak to our SENCO Shaun Wilson

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

Each child has a key worker, who will be your main point of contact. However, all staff know the children well and, in the absence of a key worker, other staff can speak with confidence about aspects of a child's development. Management review all aspects of child development and assessment with trackers used to monitor progress.

Nursery staff carry out assessments of children on an ongoing basis, with evidence being logged in Learning Journeys. These Learning Journeys belong to carers/parents and the children. Accordingly, they are accessible to them at all times on request. The nursery also arranges Open Evenings where carers/parents can take time in the setting to look through the Learning Journeys and discuss them with staff. Upon completion of a Journey booklet it is given to carers/parents for use in the next stage of the child's education and life.

The setting has an 'open door' policy and encourages practitioners to develop strong liaisons with carers/parents at drop off and pick-ups as they are crucial to building carer/parent partnerships and to help progress children's development. Telephone contact, if requested, with carers/parents during the day complements this practice

Carer/parents are included at each stage of Targeted Learning Plans (TLPs) including the reviews and evaluation followed by next steps. The nursery cares about every aspect of helping children develop and values the important role that our relationship with carers/parents plays in this respect.

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

At Dowry House Nursery we advocate that carers/parents and children visit the setting before joining. The nursery places much importance on the children getting a feel for whether or not they are comfortable in the nursery. Once a start date is agreed the nursery also offers free taster sessions with a gradual build up ahead of the formal start date. This enables children to become familiar with their key workers before starting their sessions. This also gives the nursery an opportunity to get to know carers/parents and family and provides them occasions to share with nursery details of their child's needs, the involvement, if any, of other agencies, and agree with a consistent approach that ensures the continuity of care for their child. This can also be done in a meeting before a child starts preferred by carers/parents.

Nursery staff will meet with other professionals, e.g. health care professionals, to put in place transition planning/a health care plan, or to seek relevant training before a child starts. If a child attends another setting whilst with us, or leave to go to another setting we would invite the child's new key worker/teacher and SENCO to attend sessions with the child to help them become accustomed and to discuss a child's strengths and needs. Nursery will arrange a mutually convenient transition meeting with carers/parents where arrangements will be made for the child's placement into their new setting. This will ensure the new setting has time to make necessary plans for any changes they may need to make, sharing targets on your child's TLPs, and minutes of review meetings along with any other information that may be relevant to the child. It may also be possible to arrange for a child's key worker to attend settling in sessions with them at the new setting, to help promote a smooth transition.

For transitions to 'big school' at Reception age, the nursery produces a comprehensive Transition Document that will go to a child's new school teacher. Many schools have been impressed with the details involved. Primarily it shows the voice of a child followed by a page for carer/parents observations and important information they want to share. The document discusses strengths, interests and areas for development, followed by assessment information. The nursery wants the new Reception teacher to have the best picture possible of a child in order to make a smoother transition and one that will be wholly beneficial to the child.

The nursery will arrange for the local teachers to come and visit to talk about the children and consider any additional requirements. Nursery will also arrange for visits to schools, including additional visits if required, to ease the process and benefit the child in question.

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

At Dowry House we have experienced and trained personnel. Most employees have been at the setting many years and consequently there is a very low staff turnaround. This stability is hugely beneficial to the children.

Our Owner trained to Level 6,
Our manager has Qualified Teacher Status and Early Years Teacher Status.
We have two Deputy Managers and 4 practitioners all qualified to level 3 or above.

Our SENCO is our resident qualified teacher and has many years experience working with children with additional needs and offers advice and support to a child's key worker and other. He also liaises with other professionals to seek advice and support in identifying individual needs if necessary. Support and advice can be sought from the Local Authority SENCO, and Early Years advisory Teacher with your permission.

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

At Dowry House a child's key worker is the first point of contact for a carer/parent to discuss a child's needs, however should they wish to speak with another member of staff, they are always accessible. All staff are approachable and can be spoken to daily. The nursery has an open door policy and carers/parents are encouraged to communicate via any means they prefer. Nursery staff will endeavour to resolve any issues as soon as possible. Management and key workers can be spoken to privately using another available room should the matter be of a sensitive nature.

The nursery is able to offer advice about other professionals who will be able to support a child, for instance the Families Information Service, health visitors, speech and language therapists, children's centre staff, the inclusion officer for our area and can access support from the Area SENCO, and Early Years advisory Teacher with your permission.

If a child's need has been referred to a specific team, for example, the Autism Outreach Service, the nursery will collaborate with carers/parents in accessing this support.

The nursery SENCO is also its practitioner for behaviour management and can offer advice and strategies to cope with unwanted behaviour.

If at any time carers/parents are unhappy with any aspect of provision or practice the nursery strongly recommends that they discuss the matter with staff in seeking to resolve the issue. Subsequently, if carers/parents remain unhappy our complaints procedure is available and full contact details for Ofsted are also displayed in the entrance.