



# **SEN and Disability**

## **Local Offer: Huckleberry's Nursery & Pre-School Ltd**

**Updated January 2020**

<b>Setting Name and Address</b>	Huckleberry's Nursery & Pre-School Ltd. Pilling Lane Preesall Poulton-Le-Fylde FY6 0HG		<b>Telephone Number</b>	01253 812280
			<b>Website Address</b>	Currently being developed
<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>  Practitioners are experienced in working with children with speech and language difficulties. Some are trained to use Makaton sign to communicate with children and to support, model and promote good communication between all children and adults.	
		Yes		
<b>What age range of pupils does the setting cater for?</b>	0-4 year olds			
<b>Name and contact details of your setting SENCO</b>	Mrs Tara Huck – contact details and address above Email – senco@huckleberrysnursery.co.uk			

<b>Name of Person/Job Title</b>	Tara Huck Nursery Manager		
<b>Contact telephone number</b>	01253 812280	<b>Email</b>	office@huckleberrysnursery.co.uk

Link to the local authority's local offer: [www.lancashire.gov.uk/SEND](http://www.lancashire.gov.uk/SEND).

## 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>	<b>(Website currently under construction)</b>		
<b>Name</b>		<b>Date</b>	

Please return the completed form by email to:

[IDSS.SENDReforms@lancashire.gov.uk](mailto:IDSS.SENDReforms@lancashire.gov.uk)

## Huckleberry's Nursery & Pre School Ltd – Updated: June 2019

### The Setting

Our setting consists of a baby room (Jelly Babies), our 2-3 year old room (Jelly Tots) and our pre-school room (Jelly Beans). At Huckleberry's we provide high quality care and early education for children aged between 0 and 4 years. We also run a holiday club during the school holiday times that provides educational care for children aged 0-11 years. Our Jelly Babies room is open all year round excluding, bank holiday's, Inset days and Christmas when we close the whole setting for approximately two weeks depending how the Christmas holiday's fall.

We have facilities to accommodate up to 9 children aged 0-2 years in our Jelly Babies room, up to 24 children aged 2-3 years in our Jelly Tots room and up to 24 children 3-4 years in the Jelly Beans pre-school room.

The 0-2 year old Baby Room is open Monday - Friday 8am-6pm with 7:30am early start (optional). Our 2-3 year old Jelly Tots Room and pre-school Jelly Beans Room are open Monday – Friday, 9am-4pm with additional hours made available on request. Parents have the option to start their child's session from 7:30am until 6pm if needed.

Our Manager is Mrs Tara Huck and our Deputy Manager is Mrs Kathryn Pasco. Our Jelly Babies room leader is Miss Katrina Armitage and our Jelly Tots room leader is Mrs Debbie Grundy. Our Jelly Beans room leader (Pre School) is Mrs Michelle Roberts. Our SENCO and Behaviour Management Officer is Mrs Tara Huck. Our Parent/carer Involvement Coordinator Officer (PICO) is Mrs Michelle Roberts and our Equality Named Coordinator Officer (ENCO) is Mrs Debbie Grundy.

### Our Staff Team

#### Management & Office Team:

Mrs Tara Huck – BA (Hons) Degree – Manager, Data Protection Officer, Safeguarding Officer, SENCO & Behaviour Management Officer

Mrs Kathryn Pasco - NVQ 4 – Deputy Manager

Mrs Susan Hayler – NVQ 4 – Bursar

#### 0-2 year olds Jelly Babies Room - Jelly Babies Staff Practitioners:

Miss Katrina Armitage – NVQ - Level 3

Miss Natasha Buckfield- NVQ Level 3, Music & Movement Champion

Miss Laura Wright – NVQ Level 3, Deputy Room Leader & Messy Play Champion

Ms Gill Shaw – NVQ Level 2, Babies Outdoor Champion

Mrs Maria Fitton – NVQ Level 3

**2-3 Year olds Jelly Tots Room - Jelly Tots practitioners:**

Mrs Debbie Grundy – Foundation Degree – Room Leader, ENCO

Miss Natasha Buckfield – NVQ Level 3, Acting Deputy Room Leader & Music & Movement Champion

Mrs Carole Bee – Foundation Degree, Level 3 Forest School Leader, Outdoor Champion

Mrs Alison Glass – Foundation Degree

Mrs Maria Fitton – NVQ Level 3

Miss Sara Busfield – NVQ Level 3 – Makaton Sign Champion

Miss Adele Cummings – NVQ – Level 3

**3-4 Year Old Jelly Beans Room.****Jelly Beans Staff:**

Mrs Michelle Roberts - Foundation Degree- Room leader, PICO, Numeracy Champion

Mrs Amy Roberts- BA (Hons) Degree, EYP Status, Level 3 Forest School Leader, Outdoor Champion

Mrs Maxine Hartley – B.A Hons Degree & PGCE, Phonics Champion

Ms Natasha Buckfield - NVQ Level 3, Music & Movement Champion

Mrs Carole Bee- Foundation Degree – Level 3 Forest School Leader

**Lunchtime Staff:**

Mrs Alison Gleaves – Nursery Cook

Mrs Donna Huck – Lunch Time Assistant

Miss Ziminey Ragassa – Lunch Time Assistant

Miss Adele Cummings – Lunch Time Assistant / Bank staff

Mrs Vivien Claxton – Lunch Time Assistant

**Bank Staff:**

Miss Sara Busfield – NVQ Level 3 – Makaton Sign Champion

Mrs Donna Huck – Qualified Teacher Status

Mrs Vivien Claxton – Bank Staff

Miss Ziminey Ragassa – Bank Staff

Mrs Michelle Roberts is our PICO – Parent Involvement Officer

Mrs Debbie Grundy is our ENCO – Equality Inclusion Officer

## Accessibility and Inclusion

Our setting has a large car park that is fully wheelchair accessible. We have one level access throughout and around both of the building's that have been purpose built and designed to be suitable for wheelchair access.

All three of our rooms are open plan and wheelchair friendly and can be re-arranged to accommodate any additional needs e.g., visual, auditory, or behaviour needs. Practitioners hold basic Makaton sign training and we work closely with and take advice from many outside agencies such as Speech and Language Therapists, IDSS, Family & Well-being services and a Qualified Teacher of the deaf. All staff are currently enhancing their skills in Makaton sign language and training to use visuals as learning and development support. This will support all children throughout the setting and will enhance and support communication at a higher level. This training is delivered by a qualified Speech Therapist, every six weeks and will be continuous training offered as support from a SLT (Speech and Language Therapist) while supporting children within our setting.

We have fully fitted disabled toilets, age/height appropriate toilets, hand basins, tables, and chairs and play equipment for all our children in all our rooms; resources are labelled with pictures and words. We have large, safe changing stations suitable for all ages in all three rooms.

We are extremely lucky to have an extensively large outdoors area with all rooms having their own allocated garden that are all wheelchair and disabled friendly spaces. Additional to this we have a large forest school area located next to our setting car park and beautiful fields and quiet areas around us of the main road that allows us many peaceful, sensory and exploratory play in the outdoor area that meets the needs of all children and families. We have just taken on the 'Beach School' approach and have started to make the most of being directly facing a small public footpath that leads us up onto the sea wall. Where wheelchair access is needed we have another access route to the beach just five minutes up the road where there is a ramp access onto the sea wall and down onto the beach so all children can be involved in all of our exploration and outdoor learning experiences.

How we practice at Huckleberry's is all underpinned by our Government and Local Authority (Lancashire County Council) guidelines, through policies and procedures implemented throughout the setting. All our policies are available to view in our entrance area and are also available to view in large print, audio or in different languages on request. These documents will soon be accessible on our website that is currently undergoing maintenance.

We have parent information boards in all rooms for general information and a white board in the entrance to display the day's menu. We cater for all dietary requirements and all allergens are noted on the menu each day. Our nursery cook is allergen trained and we have procedures in place throughout the environment so that all staff are aware of children with food allergies and intolerances. This is reviewed and updated on a regular basis and over seen by management, SENCO, room leaders and key people.

If you are a parent or carer whose first language is not English you can nominate a representative who speaks English. We will always welcome translators into the setting to support communication. We welcome all families from all cultural backgrounds, ethnicity, race and religion and will always do the best we possibly can to meet the needs of every child and family that chooses to attend our setting.

Within our outdoor environment we have raised beds, completely wheelchair friendly, in which children of all abilities are encouraged to plant and grow a variety of fruit, vegetables and flowers and where a number of sensory plants are grown.

We provide food at snack time, lunch and tea providing food to accommodate any special dietary requirements e.g. food allergies, gluten, lactose, dairy intolerances, cultural preferences etc. We serve them in a way to maintain the child's dignity and so they feel included. We promote healthy eating throughout our setting and offer support, advice and sign posting to parents/carers with this where it is needed.

Our setting is fully committed to working with children and families who have a specific need and/or disability and making reasonable adjustments to enable any child to make full use of our setting facilities. We provide an environment in which all children are supported to reach their full potential.

Our setting SEND coordinator (SENCO) is Mrs Tara Huck is around to speak to Monday to Friday; either face to face by appointment or by telephone at anytime to discuss her role and our role as a setting in providing inclusive high quality care for all children in our community. Tara works alongside families and appropriate outside agencies to plan and support children and families with any additional needs.

## Identification and Early Intervention

At Huckleberry's Nursery we strive to offer the highest quality care possible. To enable us to do this we carry out on-going planning, observation and assessment cycles for every child in our care. This cycle is focused and linked to the Early Years Foundation Stage (EYFS) Development Matters framework, which, along with our knowledge of child development and good relationships with our parents/carers and other professionals helps us to identify any child with any special educational needs.

Our setting provides settling in tasters where a child is given short sessions to support their well being as they build relationships and familiarise themselves with the environment and our daily routines. This also gives practitioners an opportunity to talk to parents/carers about any concerns they may have about their child. A member of staff is designated to be the child's key person and the parents are informed of the persons name and role in the setting. They will keep regular contact verbally, by telephone and face to face and also by email, to share information that will help to support the child's learning and development.

The 'key person' role is to develop a strong, trusting and sensitive relationship with children's parents/carers, which helps the key person to support and monitor the child to help them to achieve to their highest potential. The key person will allow an appropriate amount of time to settle into the settings routines and to develop trusting relationships with other adults and children. If the key person has any concerns about any part of the child's development the SENCO will work alongside them to continue monitoring and supporting both the key person, child and family.

Our SENCO Mrs Tara Huck who along with the key person will ask the parents/carers to come into setting to have an informal talk about their child's progress. We may ask at this point for parent's/carers permission to contact Inclusion and Disability Support Services to access their child. Tara can offer advice and support to the key person and parents/carers. Tara's role will be to work closely with other professionals to ensure that systems are in place to plan, implement, monitor, review and evaluate our special educational needs facilities, policies and procedures

Each child's key person will monitor and assess the child's learning throughout the time that they attend our setting. They will keep close communications with parents/carers, outside agencies and any other professionals involved with the child and family. Initially the key person will complete an online 'starting points assessment' using our online 'Baby's Days' system. The system can be accessed through any internet browser or via the app from any smart phone. For anyone not using or not confident with technology, we can provide paper copies of all information created on the system. Starting points are judged on practitioner's first observations of the child. We will also request and take into consideration parent input, through verbal conversations about their child's developmental stage and the 'What to Expect When' paper document that we ask parents/carers to complete (support to complete any documents in paper or electronic format, will be offered to all families). More recently our electronic 'Baby's Day's' system has produced a starting point summary for parents to complete online. However, we are still using the paper format until parents and ourselves are more familiar with this system so that we have some form of input from the parents/carers. In the future we hope to eventually move over to the electronic version, where parents have internet access and are confident in using the system.



Once starting points are established the key person will then continue to monitor and observe children through the online Baby's Days system. If they feel the child is making progress at perhaps a slower rate and this is not showing as will through the 'Early Years Foundation Stage' trackers, the may decide to use an additional tracking tool in a paper format alongside the system so that the child's development is tracked in a more precise way (this is currently an additional paper document). Each child's key person will keep regular contact with parents/carers to ensure that the child's needs are being met, and that they are developing to their highest ability. Management throughout the setting will oversee the tracking and monitoring of all children in the setting, through observations and cohort tracking systems. The key person will complete the two-year-old progress through our online Baby's Days system. Parents/carers will receive a notification when this is complete so that they can add thoughts and comments to the report. We also complete an annual report for every child in the setting in July. Parents/carers can make an appointment to discuss and ask questions regarding their child's developmental stage and learning at any time.

If the IDSS Inclusion Teacher is invited into the setting to observe a child with parental permission and they agree that a child is showing signs of an additional needs our SENCO will arrange a meeting with the child's parents/carers to discuss the best way to help their child and who will be involved in doing so. At this point we will ask for parents/carers permission to liaise with other outside agencies (Health Visitor, Speech and Language, Doctors, Hospital, Children & Families Well-being services etc.) The child will also be placed on the settings SEND code of practice and the SENCO will identify the child's specific needs and will complete a targeted learning plan for the individual child.

All parents/carers are aware that their child has a key person and who they are, but we all make ourselves available to speak to any parents at any time about all aspects of their child's education. We pride our setting on having a 'family' team where parents/carers feel they can approach any staff member when needed.

Targeted learning plans will be written for children with parents/carers input and will include how parents/carers can support their child outside of the setting. The individual key person and Staff throughout the setting are all made aware of children who have TLP's in place and what their needs are and how we can support them.

A copy of our SEN/Inclusion Policy is available to see at any time.

### **The EYFS Curriculum:**

Below is a brief outline of the Early Years Foundation Stage (EYFS) Framework. The EYFS is divided into four distinct but complementary themes, which guide the work of all practitioners.

#### **A Unique Child**

Every child is a competent learner from birth who can be resilient, capable, confident and self-assured.

#### **Positive Relationships**

Children learn to be strong and independent from a base of loving and secure relationships with parents and/or a key person.

#### **Enabling Environments**

The environment plays a key role in supporting and extending children's development and learning.

#### **Learning and Development**

Children develop and learn in different ways and at different rates and all areas of Learning and Development are equally important.

### **The EYFS aims to provide:**

- Quality and consistency in all early years settings
- A secure foundation for all children for good progress through school and life
- Partnerships between different practitioners
- Partnerships between parents or carers and practitioners
- Equality of opportunity for all children

The EYFS clearly states 'Providers must have arrangements in place to support children with SEN or disabilities. Maintained nursery schools and other providers who are funded by the local authority to deliver early education places must have regard to the Special Educational Needs (SEN) Code of Practice. Maintained nursery schools must identify a member of staff to act as Special Educational Needs Co-ordinator and other providers (in group provision) are expected to identify a SENCO.'

We promote the EYFS to support and enhance children's learning and development holistically through play-based activities. We view all aspects of learning and development equally and ensure a flexible approach is maintained, which responds quickly to children's learning and developmental needs. We develop tailor-made activities based on observations, which inform future planning and draw on children's needs and interests. This is promoted through a balance of adult-led and child-initiated opportunities both indoors and outdoors. We place great emphasis on outdoor learning as our ethos is to always acknowledge and provide outdoor learning as we feel children learn best in the outdoor environment. We have our very own forest school facilities that are again wheelchair friendly and accessible for children with any SEN or additional needs and is a very inclusive environment.

We acknowledge parents as primary educators and encourage parental involvement, and we build strong home links in order to enhance and extend children's learning both within the nursery environment and in the child's home. We will work in partnership with parents and other agencies in order to meet individual children's needs, including the health and education authorities, and seek advice, support and training where required.

Areas of provision indoors and outdoors consist of; role play, book/story cosy area, construction, small world, music, investigation, messy, mark-making, wet sand and water areas, and malleable. These areas are enhanced with resources that reflect children's current or predictable interests. A member of staff, who will enhance, adapt and monitor use/play within the area to help to keep the environment stimulating, by overseeing the area, making changes as and when needed to meet the children's needs and enhance learning.

At Huckleberry's Nursery we have a strong key person approach in operation. Children are allocated a key person on entry to nursery. For families returning to nursery with a younger sibling we endeavour to allocate the same key person where possible to the family to provide continuity of care, depending of staffing structure throughout our three rooms and how the child bonds and forms relationships with the adult.

The key person's role includes:

- Explaining their role to new parents;
- To support families with children with SEN, and helping them understand the process of referrals etc., and sometimes being required to be the lead professional on a CAF;
- Ensuring that parent's views and opinions are valued, respected and implemented;
- Ensuring that individual children's views and opinions are valued, respected and implemented;
- To respond sensitively to children's feelings and behaviours and meeting emotional needs by giving reassurance, such as when they are new to the setting, and supporting the child's well-being;
- Celebrate children's individual achievements through displaying their work in their room on displays and with their friends and collating their learning experiences into their learning journey;
- To value each child and their family regardless of their individual differences, and to ensure this is reflected in the way they work;
- To ensure that children's records are kept confidential.

The key person completes a baseline assessment within the first few weeks in the setting. During the child's first three weeks at the setting their key person will observe, assess, and plan for the child's individual learning needs which will be recorded in their own unique Learning Journey. The child's key person will ask their parent/carer to assist them with this baseline information. Parents/carers are asked to complete a section of the paper document 'What to Expect When' or the electronic version online starting points through the Baby's days system. This will inform the key person of the child's developmental stage in their home and from the parents view. This document will also support parents/carers in understanding what their child should be able to achieve for their age, with suggested age stages of development. The key person will keep regular contact with parents/carers to discuss the child's progress, and together identify next steps for learning at home and nursery. This is usually done, face-to-face, via email or written observation and is down to parental preference and what best suits their family needs and routines.

Throughout the year we hold a parent's evenings which allows parents/carers to discuss their child's individual care and learning needs with their child's key person, and again it is an opportunity to identify next steps for learning at home and at nursery, or to discuss any concerns. However, we do advise that if any parent has a concern regarding their child, that they speak with their key person straight away

rather than waiting for a parents evening appointment. Early Intervention is key to supporting children to meet their highest potential.

At Huckleberry's practitioners will always consider the individual needs, interests, and stage of development of each child in their care, and use this information to plan a challenging and enjoyable experience for each child in all of the areas of learning and development. Through tracking the learning and development of each individual child, their needs can then be easily identified and the appropriate resources and activities can be provided. If specialist equipment is required the setting will endeavour to procure them.

If your child's key person has identified a possible individual need, observations and assessments will be discussed with the SENCO Samantha Pinder. Our SENCO will offer support and advice to your child's key person and other staff in the setting. The SENCO and key person will discuss these observations with you and with your permission will follow the graduated response as already outlined in the 'Identification and Early Intervention Section'. Targets will be set on a Targeted Learning Plan to support the learning and development of your child after consulting with you and will include how you can support your child at home. We have fantastic links with our local Children, Family and Well-Being services and can sign post you to support, likewise with Health visitors and other Professionals.

## Teaching and Learning Part 2 - Provision & Resources

Reports from health care professionals or others working with the child and family will be used to plan support within the setting. On-going partnership working with parents by the setting and the SENCO, IDSS Inclusion Teacher or other professionals involved with the child/family will also support the decision making process linked to planned targets on the TLP.

Additional Inclusion Support (AIS) funding can be applied for to support the child being included in the setting if they are identified as having a special educational need. The SENCO will advise on the process of applying for extra support. The inclusion funding process will identify the level of need based on the evidence submitted to the panel from the setting and other professionals working with the child/family. You will be consulted throughout every stage of the process.

All resources/training and support are reviewed regularly and changes made as needed.

We use AEN money to obtain specific resources and to fund additional staffing where needed. All resources are suitable for all ages and abilities of each individual child.

Bank staff are funded by AEN money to allow the SENCO/Key Person to liaise with and attend meetings and training and time to work with other professionals.

All children have access to the outdoor provision and Forest School and Beach School facilities and trips out of the setting and these risks assessed on a daily basis. We have area access plans and provision mapping for all children with SEN.

Observational assessments along with assessment systems such as the 2-year-old progress check are all linked to the EYFS ages and stages of development, and are used to monitor your child's learning and development.

We hold regular parent's evenings, which allows parents/carers to come and talk with their child's key person to discuss their child's progress. You are involved in identifying needs, information sharing, identifying targets and next steps to focus on at home and in the setting and reviewing progress towards these targets. There are daily opportunities when you are welcome to tell us of your child's progress and give opportunities for two-way communication between us. Telephone calls or emails can be used if parents work, and are unable to bring/collect child from nursery. Newsletters are sent home on a regular basis and notices displayed to keep you up to date with what is happening at nursery. You can keep one to one regular contact with your child's key person through the Baby's Days system.

We encourage parents to keep contact so that children can share those 'special moments', achievements that happen when they are not at nursery, so that as practitioners we can build the whole picture of development and to build on those home to nursery transitions. It is also a great way to develop the children's self-esteem. You can view your child's learning journey at any time, to view observations, photographs.

In addition, staff provide next steps for home so you can add comments about your child's progress. These can be done verbally or sent electronically via email. We value parents/carers involved with the nursery. Every key person has a work email to enable parents to contact him or her at any time within the setting opening hours. This is also a good way to check on your child especially if they have been upset or distressed at you separating from them. This is also a good way of contacting your child's key person if changes have happened throughout the day or if you have not managed to see your child's key person at drop off time. We encourage all parents/carers to keep regular contact in whichever way is most appropriate for their convenience, especially if parents/carers are not always able to drop off and pick up. It helps to keep that strong link to support your Child.

At our staff meetings we discuss children's needs as a team where appropriate and where parent's have given permission and we welcome parents to inform us of any changes in family circumstances or changes in the home or about any aspect of their child's well-being, learning and development. So that we can ensure that we are meeting your child's needs.

All children on the SEN code of practice who have their own TLP's, copies are given to parents and relevant professionals and regularly reviewed to provide a high, consistent level of care. Regular meetings will be held with attendance or input given from all professionals and services involved in supporting the child and family.

## Transitions

We aim to support parents and other carers to help their children settle quickly and easily by giving consideration to the individual needs and circumstances of each child and their families.

The nursery staff will work in partnership with parents to settle their child into the nursery environment by:

- Encouraging the parents and children to visit the nursery during the weeks before an admission is planned and planning settling in visits and introductory sessions (lasting approximately 1-2 hours). These will be provided free of charge over a one or two week period dependent on individual needs, age and stage of development.
- Allocating a key person to each child and his/her family, before he/she starts to attend. The key person welcomes and looks after the child ensuring that their care is tailored to meet their individual needs. The key person offers a settled relationship for the child and builds a relationship with his/her parents during the settling in period, and throughout his/her time at the nursery to ensure the family has a familiar contact person to assist with the settling in process. We review the nominated key person if the child is bonding with another member of staff to ensure the child's needs are supported.

If a child is transitioning to school or moving on to a new setting, the child's new key person and SENCO are invited to observe the child and discuss the child's strengths and needs. The child's current key person and SENCO can attend meetings and share TLP targets and minutes of review meetings.

Starting school is a huge transition and the nursery will do all it can to facilitate a smooth move. We have a variety of methods that support this;

- The nursery will invite school representatives into the nursery to introduce them to the children.
- The key person will initiate conversations with their key children, who are due to move to school, about the school and discuss what they think may be different and what may be the same. They will talk through any concerns the child may have and initiate activities or group discussions relating to any issues enabling these to be overcome.
- The nursery will ensure a comprehensive report is produced on each child starting school to enable teachers to have a good understanding of each child received. This will include their interests, strengths and level of understanding and development in key areas. This will support continuity of care and early learning.
- We invite children from the schools where children are transitioning to, into our setting for forest buddy sessions where they can build relationships with children to help reassure them with friendships before they move to school

When a child is transitioning their views and feelings can be shared through photographs reflecting what they have done, achieved and enjoyed. Learning journeys, TLPs, EYFS assessments and other relevant documents are passed on to the receiving setting.

Photo books are created of the new setting /school that the child can share with parents / key person on a regular basis before the move. The use of role-play with school uniform, books and lunchtime practice is also used to help a child become familiar with new routines.

Internal transitions will be supported through taster sessions in each room with key people or other familiar adults. We will build up the time spent in the new room as the transition gets nearer and can adapt the approach to meet each child's individual needs. We encourage parents to be part of this process too and value their thoughts, suggestions and opinions as primary carers for their child. We will support parents through transition by introducing them to all staff in the new room and their child's new key person. We will show Parents/carers around the new environment and talk them through the daily routines and communications for their child's new room. They will be given a point of contact to raise any questions or concerns in this time.

For information on staff qualifications please see page 4 & 5 'The Setting'.

We have staff that have champion roles throughout the setting and this involves overseeing a certain area of learning or a role that will promote a specific area of learning throughout the setting. This staff member will keep updated with any relevant changes that influences how we practice.

All Staff regularly attend training courses external and in house to keep up to date with legal requirements and also to maintain up to date knowledge and enthusiasm for their role. All staff complete regular online and face-to-face training often through our Local Authority 'Lancashire County Council', the National Day Nursery Association (NDNA) and Ofsted providers. This is sometimes done as a full team through in house training. We have regular INSET days to allow staff time to continuously develop their own professional skills and to with hold the high quality of resources and areas within the environment by refreshing resources and maintaining the building itself indoors and out. When attending training staff may be required to go in work time and their shift will be covered with bank staff. We support and encourage continue professional development as individuals, as a team and as a setting and we see this as a continuous cycle to maintaining high quality provision for children and families who attend our Nursery.

Our SENCO Tara is very enthusiastic and passionate about her role and attends regular training and close contact with many other professionals that support the services that we can provide at Huckleberry's. Tara has a very robust system to how she implements support for all children with SEN needs, in a very supportive and professional manner. Tara has experience supporting children and families with a range of needs and disabilities and is continuously developing her own knowledge to support her in this role. This is done through face to face training, online training and attendance of regular SEND cluster meetings delivered by our local authority. Where Tara is offering support in areas of needs in which she may not have had previous knowledge or experience, she will make it her priority to familiarise herself with the knowledge, understanding that she needs, through training and advice of whatever it may be that is needed to support every individual child and family.

One of our current on going areas of training that is being led by our SENCO Tara is the 'Early Years Commitment' project delivered through the Communication and Language Trust. This tool supports us in evaluating where we are at supporting speech, language and communication throughout the setting for all children, looking at and identifying training and development needs of our team as a whole and as individuals and how our environment support this area of learning. Additionally this programme provides us with the skills, knowledge and resources to inform, educate and supporting parents to support communication and learning in the home. There are many resources for support available for parents/carers and practitioners inside and outside of the setting. More information about this project can be found at: <http://www.thecommunicationtrust.org.uk/projects/early-years-commitment/>

## Further Information

The first point of contact within the setting is your child's key person.

If any parent should have cause for complaint or any queries regarding the care or early learning provided by the nursery they should in the first instance take it up with the child's key person or a member of the management team.

The parents can identify the SENCO from the photograph on the parents notice board situated near the front entrance to nursery or through verbal introduction from your child's key person. This information will also soon be available on development of our website.

The setting's SENCO/Manager will also be able to offer advice and will be able to signpost parents to other professionals who may be able to help such as the Health Visitor, Children & Families well-being services staff, IDSS Inclusion teacher and Speech and Language Therapist (SALT).

Our SENCO Tara is also our named practitioner for behaviour management and can also access support for parents from their Inclusion Teacher with parental permission and from other services such as Family Well-Being.

At Huckleberry's Nursery & Pre-School we believe that we have a strong partnership with our parents and an open door policy to discuss any matters arising.

Specific staff can be contacted via nursery telephone 01253 812280 and each member of staff have their own work email address. All parents will have been given either their child's key person email at their child's start date or can make contact through the Baby Days electronic system. This can be given at the office at anytime within working hours if needed.

Practitioners and key people are available to briefly communicate with parents at drop off/pick up times. Additionally, appointments can be made with a specific member of staff at a suitable time for both parties. We advise that if you need an in depth discussion with a member of our team please try to arrange this in advance. This is so that the staff member can give you their full attention. Where communications are not pre arranged, arrival and collection times can be difficult to communicate in depth or in privacy if the staff member is included in staff ratio. If this is the case practitioners will always prioritise the children's needs an alternative arrangements will be made to meet with parents/carers at a more suitable and convenient time.

The Manager is responsible for creating inclusive policies, ensuring those policies are in place and up to date; also to ensure that there is sufficient staff to enable staff to attend training to keep knowledge and understanding up to date. In addition she ensures that the open door policy creates an ethos that respects and welcomes all. She ensures that the environment is inclusive with resources that reflect diversity, positively and encourages information sharing with relevant agencies. It is also her responsibility to manage finances and ensure that delegated budget and Inclusion funding is used to promote inclusion.

Finally and most importantly at Huckleberry's we have an 'open door' policy, and invite prospective parents, and professionals to come and visit us at anytime without appointment. If you have any additional questions or concerns please do not hesitate to contact the setting to speak with our SENCO/Manager Mrs Tara Huck, Monday to Friday from 7:30am to 6pm.

**Any parents, professionals or visitors in the setting who have a complaint, are advised to follow our settings complaints policy if they have a complaint that they feel has not been appropriately dealt with.**