

The Local Offer

Name of Setting: Priesthills Nursery

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My child has SEND. I would like to look around. What do I need to do?

Priesthills Nursery has an open door policy and welcomes children and families to visit us at any point during our opening hours. We suggest that you make an appointment on your first visit so that we can ensure that we have someone available to show you around and that one of our Special Educational Needs Co-ordinator's (SENCO) is available to discuss your child's individual requirements. We will endeavour to make the appointment at a time that is most suitable for you and your child. We can be contacted by; Telephone (01455 614732) Email (enquiries@priesthills.co.uk) Website (www.priesthills.co.uk) Facebook (<https://www.facebook.com/priesthillsnursery1984>)

How will my child and I be made to feel welcome and how will you get ready for my child coming?

From the outset, we aim to ensure that children feel secure and settled at Nursery. Children are encouraged to bring a comfort item from home such as a favourite toy, dummy or blanket and we offer an unlimited number of induction sessions which are tailored to each family's individual requirements. This may start as a few sessions accompanied by a parent or carer, moving to 10 minutes left with their key person whilst the parent or carer looks on via our CCTV facility, building up to the parent or carer leaving their child with us for tea. These induction sessions help ensure that children are familiar with their surroundings, the children that they will be playing with and the key person that will be caring for them. Parent questionnaires are conducted and home visits are also offered. This enables us to recognise each child's needs, assess their stage of development and understand their individual requirements from the outset.

How accessible are your premises?

We try to ensure that the nursery is suitable for children and adults with disabilities and where possible will make appropriate adaptations. We have widened doorways with safe close hinges. We have low, child friendly sinks, toilets and nappy changing facilities to support all ages of children.

How will you keep my child safe?

The safety and security of children in our care is of paramount importance to us. All staff have a good understanding of how to protect the children they are looking after. We have a comprehensive safeguarding policy which is shared with all staff and key points are attached to the staff notice board for ease of reference. We have designated safeguarding officers who have undertaken detailed training in this area and who have a thorough understanding of our responsibilities. We have a fingerprint entry system to our main door and our garden has key coded access. Stair gates are in place at each of the stair access points. We carry out regular risk assessment checks on our premises and ensure that a risk assessment is conducted on any new equipment or activities we introduce. We operate a safe recruitment policy with all employees and students undergoing enhanced Disclosure and Barring checks on appointment and then at least once every three years. We operate a high staff : child ratio at all times and for children with SEND needs, we will offer additional support.

How will you communicate with me what my child has done, enjoyed and learnt?

We adopt a number of communication methods to try and ensure that we access all parents at a time convenient to them. Your child's key person is available for face to face discussion at the beginning or end of their session. Daily diaries, contact books, parents evenings, information sessions, blogs on our website, our digital notice board, reward charts and certificates are all examples of the way in which we communicate with parents. Each child has a personalised learning journey which holds records of their learning and development at nursery and at home.

How do you work with other professionals?

We work with a number of outside agencies to ensure the best possible outcomes for the children in our care. Our experienced SENCo's have built up excellent relationships with the Area SENCo and speech and language therapist (SALT) and we often facilitate meetings between them and parents. In these instances, we work to a guide which ensures that we maintain our professionalism and respect confidentiality whilst being able to share information for the best interests of the child. We currently care for several children with SEND and work with outside agencies to ensure that we can plan appropriately. For example, incorporating speech and language activities recommended by the SALT and following recommendations from our local Menphys nursery. As with all areas of

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our work with children, everything we do is tailored to the individual child. For example, we have accompanied children to their new school together with other professionals caring for them to help settle them and to help the teachers to plan for their care and learning. For another family, we supported them through the adoption process, hosting meetings with social workers and making home visits as required.

What training have you/your staff had in SEND?

All of our staff are fully qualified to at least Level 3 in childcare, which incorporates an element of caring for children with SEND. The majority of our staff have also built up a sound knowledge and skill set via their experiences working with children with SEND. All staff have undertaken Paediatric First Aid training. Our designated SENCO's have undertaken further appropriate training for this role including; - The SEN code of practice and role of the SENCO - Autism awareness - Advanced Epilepsy training (all staff) - Makaton (all staff) - Social Communication groups (all staff) - Behaviour Management techniques They have also visited specialist nurseries to gain further experience and share best practice.

How will you adapt play opportunities for my child?

Each and every child has activities planned for them by their key person based on their individual needs, developmental stage and personal interests. Children are also able to select resources for themselves via accessible storage and we use photographic representational cards for other activities and resources. We have adapted our provision to support individual needs, for example, we conduct social communication groups on a regular basis in order to support children with communication difficulties and we use Makaton and pictorial aids to support a child with hearing difficulties. In addition to this, we have a state of the art sensory room which provides a relaxing and calming environment for children of all ages and abilities and has many benefits for children with special educational needs. The sensory room is particularly helpful for children with sight or hearing problems and is extremely valuable for children with autistic spectrum disorders.

How will you get ready for my child going to his/her new school?

When children move up to the toddler or pre school rooms, we follow a robust transition policy which ensures that arrangements take place on a child by child basis. The old and the new key persons will work together to assess the best time for the child's transfer and the amount of support needed during this time. Children help to pack an 'all about me' bag to take with them to their new room which contains familiar items for them to access as and when they wish and visits to their new room with their current key person take place before they are left with their new key person. Our pre school team provide a comprehensive programme of activities to prepare children for school before they leave us. For example, visits to schools, teacher visits to us, P.E. kit days and lunch box days all form part of our plans to help children settle in well at school. An information session for parents is held to inform them of our plans and to provide advice at this time.

How will you and I know how my child is doing and how will you help me to support my child's learning?

We aim to build close links with parents and ensure that they are fully informed of their child's progress. A range of social occasions, parent information sessions, parents evenings, daily diaries, noticeboards and newsletters provide many opportunities for parents and staff to exchange information about their child. We conduct assessments and observations on an ongoing basis, progress summary reports are compiled at least twice a year and parents are invited in to discuss these and provide feedback on their development at home. Parents are encouraged to continue with their child's learning in the home environment through a number of measures including communication boxes which feature a sample of different activities, 'task of the week' to complete at home with parents, accessible learning journeys and book borrowing.