

# The Local Offer

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Name of Setting: Tangent House Day Nursery

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Name of person to contact: Vanessa Gibbard

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

Tangent House is open Monday to Friday from 7.30am - 18.00pm. We have an open door policy and welcome all children, parents and carers into our setting. You can telephone or email beforehand to arrange a convenient appointment time, or to request a copy of our prospectus. This information pack contains a copy of our Terms and Conditions, Fees Schedule, Funded Session Times, Menus and our most recent Newsletter giving you an insight into the sort of events and activities held at Tangent House. We work in partnership with families, ensuring that the parents feel comfortable and reassured that their child's needs are being met. You can make as many visits to the setting as you require so that you are comfortable with the staff and the environment, and ask any questions that you may have, to gain assurance that the needs of your child will be met. The setting SENco (special educational needs co-ordinator) is available for you to discuss any concerns with and to help you decide whether the setting is best suited for

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

Our setting SENco will liaise with parents and other professionals in identifying children's needs and ensuring additional support/equipment needs are in place prior to the child's start date. We offer settling in sessions with and without the parent to help the child to form a relationship with their Key Person and other staff members. These sessions are for the child to become familiar with their new environment and for parents to discuss their child's interests, likes, dislikes and to share information with staff. Your child will be allocated a drawer and a coat peg with their name and picture to encourage a sense of belonging and sense of security helping them to become familiar with the group.

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## *How accessible are your premises?*

Our setting operates at ground floor level, with wide internal and external door ways to allow wheel chair access throughout the building, with disabled toilet facilities available. All bathrooms have low child friendly toilets, sinks and nappy changing facilities. The tables, chairs, toys and all equipment in the rooms are easily accessible at child height. Our large outdoor play areas are enclosed and have overhead canopies that provide shelter all year round. The outdoor surface is impact absorbent to minimise risk of injury. The area also includes a garden, wooden climbing apparatus to allow children to experience playing with natural resources, different materials and as well as encouraging physical skills. The whole outdoor play area is wheel chair accessible or can be easily adapted.

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## *How will you keep my child safe?*

All our members of staff hold a current DBS check and receive regular training in safeguarding and promoting children's wellbeing, in conjunction with our safeguarding policy which all staff must adhere to. We have a biometric finger print door entry system that enables only Parents/Carers and named family members or friends to gain efficient entry into the building. To ensure children's safety we maintain a strict adult to child ratio at all times, and would seek additional support where needed, to provide one to one care for a child with SEND; dependant on individual requirements and provision. Risk assessments are in place and are updated regularly; risk assessments would be carried out for a child with additional needs to ensure that the environment is safe prior to the child joining the setting. All dietary and allergy information is recorded at registration and displayed in the rooms and kitchen for all staff.

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

Daily diary information is fed back to Parents/Carers at the end of every session by the child's Key Person or staff member working in the room. This information informs Parents/Carers of the meals that your child has been offered, times of any nappy changes, amount of milk drank and times given to the child, any medication is also logged and all activities listed that your child has taken part in during the day. After the initial 6 week settling in period, the child's Parents/Carers are invited into the setting to discuss progress and development with the child's Key Person and to share any new information. We hold two planned Parents' Evenings each year for parents to meet with their child's Key Person and discuss development or changes in routine. This time also allows parents to look through their child's Learning Journey and Progress Summary Report and discuss any concerns with the Key Person. Notice boards around the rooms and corridors display children's work and photographs of activities for parents to see. All planning in the rooms is based around the children's interests and their next steps, development is monitored and any concerns discussed with parents immediately, with support requested from external agencies if required.

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## *How do you work with other professionals?*

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We welcome other professionals into our setting and can facilitate meetings to discuss children's needs and discuss strategies to use to help with their development. We hold regular meetings for targeted plans, SEND, Disability Support Plan reviews and transition meetings with schools in the local area. We are also invited along to visit schools annually with the children to help with the transition process. We have regular visits from our area SENco to discuss and share new information. Training is provided for staff to support children with SEND, and we regularly receive emails informing us of any new developments. We follow strategies and actions that have been put in place by Speech and Language Therapist in order to encourage language development. Information is shared and professionals have the opportunity to observe the child within the setting in order to identify areas of need and what type of intervention is required. Other professionals such as Educational Psychologists, Autism Outreach Support Workers, Physio Therapists and Social Services are also involved when required.

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## *What training have you/your staff had in SEND?*

All staff in the setting have good knowledge and experience in working with children that have additional needs. Our full-time staff all hold a level 3 or level 2 qualification and have attended additional courses both in-house and externally. We have all recently as a setting attended "Making Sense of Autism Level 1" course, and will be looking to attend a level 2 course in the future. We are happy to access additional training if necessary to support the particular needs of a child. Our setting SENco is fully trained and has worked alongside the Autism Outreach Service, Speech and Language Therapists, Health Visitors and Paediatricians to help to meet the needs of children with SEND. All our staff have completed Group 3 Safeguarding Training and most have attended external training with the local authority (Leicestershire and Rutland Safeguarding Board). We also have training in Promoting Equality and Diversity and Behaviour Management Training. Room Leaders have introduced basic Makaton signing, and use visual aids and timetables to support the daily routine. Targeted Plans can be put into place and SEND Disability support plans.

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## *How will you adapt play opportunities for my child?*

The child's Key Person would observe the child at play to provide the correct age and stage appropriate equipment to suit the child's individual needs and adapt activities if needed. We would discuss the child's interests with the parents and plan activities that would engage your child in play. Information is shared with parents by providing daily updates and producing regular reports, maintaining a high level of communication. If necessary we would apply for additional funding to support the child on a one to one basis. This would help the child experience and access a wide range of play opportunities and activities, aiding them to adapt and create new experiences. This can also help improve peer and adult relationships.

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

At Tangent House before children go to school we would plan activities around transition to school using story books and role-play. Discussions with children and their peers relating to school and how their routines will change also take place. Schools sometimes send photographs and welcome packs to the setting for the staff to share with the children in order to familiarise them with their new environment. We contact schools in the local area inviting reception teachers to visit the nursery to see the children in the setting. Staff also attend transition meetings to discuss individual children's needs and visit schools with the children for planned stay and play sessions. In our Pre-School Room we hold a P.E session once a week to allow children to learn to independently change into their P.E kits and take part in physical activities. They are all given an exercise book to work with at home; the child's Key Person provides activities for the children to do at home with their parents. Included in the daily routine are activities such as circle time, story time and show and tell sessions all to prepare the child for the types of activities that may be included in a normal school day.

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

The Key Person for your child along with other staff will communicate with you on a regular basis, track your child's progress and suggest ideas for home learning based upon observations on your child in the setting. On entry your child's Key Person makes observations on your child and uses this information along with that given by you, to complete an Early Assessment Review. This information is used to create a base line of your child's development, which allows the Key Person to track their development in the future and will outline any areas of development that are not being met. Along with this another document called the "Child Monitoring Tool" will be used to assess and record your child's development in speech and language. At the age of two your child will have a Progress Check at Two Report; which will be formulated between the ages of 24-36 months. This will show progress in line with the Early Years Foundation Stage and provide an opportunity to seek advice and support from other professionals if necessary. This document should also be shared with the child's Health Visitor or GP. After 6 months in the setting a Progress Summary Report will be completed showing progress and used along with the Child Monitoring Tool and Individual Tracker. This Progress Report will then be completed every 6 months until the child leaves the setting and goes onto school at which a final report will be written, this is called a Transition to School Report. This will share relevant information with the school about the child's interests, their progress and suggestions on how to support the child during the transition period. All of the above reports will be discussed and presented to the parents so that they can comment and contribute to the report, before these are sent to the schools. Funding can be accessed to support your child in transition to school if required from the County Council.

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