



## **SEN and Disability**

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

Name of Setting: Smart Kids Childcare

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:

<https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/>

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-FLUFFYBUNNIES

<b>Setting Name and Address</b>	Smart Kids Nursery and Childcare		<b>Telephone Number</b>	01772 719719
	Bhailok Square Fulwood Preston PR2 8DY		<b>Website Address</b>	info@smartkids.org.uk
<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>	
	No			
<b>What age range of pupils does the</b>	Birth to 11 years			

<b>setting cater for?</b>	
<b>Name and contact details of your setting SENCO</b>	Mrs Rebecca Harwood Smart Kids Nursery & Childcare Bhailok Square Fulwood Preston PR2 8DY 01772 719719 info@smartkids.org.uk

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>	Mrs Lynda Hayes / Nursery Manager Mrs Rebecca Harwood / SENCO		
<b>Contact telephone number</b>	01772 719719	<b>Email</b>	info@smartkids.org.uk

## 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>	www.smartkids.org.uk		
<b>Name</b>	Mrs Lynda Hayes	<b>Date</b>	<b>10<sup>th</sup> October 2018</b>

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**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

**Smart Kids is a registered charity based within a Grade 2 listed building. The nursery is located within the Preston Business Park, which is home to the rehabilitation units of Royal Preston Hospital and various other NHS clinics. The area also includes a variety of housing estates, the local library, Kennington Primary School and Fulwood Barracks. We are also adjacent to the Fulwood Muslim Society. Our locality enables a wide range of families from various different cultures and backgrounds to access our services.**

**We are registered for 106 children between the ages of three months to 11 years. We currently operate from four main rooms; under two's, 2's, 3's and Pre-school (3-4 years). We also have an additional room which is accessible to all children which we use for extracurricular activities such as: weekly drama sessions and sports classes. We also use this space to carry out planned physical sessions with the children i.e. movement and dance, parachute play and obstacle courses.**

**Within the setting we have a key staff. These are as follows:**

**Manager/Managing Director/ENCO – Mrs Lynda Hayes  
Deputy Manager – Mrs Kayleigh Woodall  
SENCO- Mrs Rebecca Harwood  
Baby Room leader – Mrs Rebecca Harwood  
Two's Room leader – Mrs Kayleigh Woodall  
Business & Communications Manager/Director - Mr Russell Hayes**

**Within each room we are registered to take a different number of children depending on the available floor space they are as follows:**

**Babies - 18  
2's - 20  
3's - 16  
Pre-school - 32  
Additional Room - 24**

## 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**

Smart Kids is located within close proximity to the A6 and motorway links and we are also on the number 19 bus route which stops at the top of the road. Adjacent to the building we have ample parking spaces and a clearly labelled disabled parking bay next to the building, which provides a safe arrival and drop off point for all parents.

Smart Kids can be accessed directly from the pavement on Bhailok Square with a ramp providing access for wheelchairs. All play rooms are located on the ground floor; this makes all facilities accessible to everyone. Our building has been designed using the requirements of the Disability Discrimination Act and takes into account the width of doorways, access to the main entrance via a ramp and differentiate between the floors and walls for visually impaired people and ambient steps leading to the first floor, accommodating the need for fire and rescue departments to have easy access to a casualty.

We employ a diverse range of staff members which enriches the experience of the children attending and provides an insight for others into a better understanding of another cultures. If a parent does not have English as their first language we have several staff members who can speak other languages including Gudrati and Urdu. As a setting we would endeavour to find ways to simplify our information to make it accessible to those families. Including the use of translation tools to create newsletters in a family's home language. As a setting we strive to meet the children's needs and recently a practitioner attended makaton training as this was being introduced to one of the children who attends the setting.

At the front of the building we have a spacious disabled toilet, with handrail and assistance alarm that can be used by adults and children. Throughout the setting all of the equipment is of a high quality and designed specifically for early years settings. The tables can be adjusted to various heights, ensuring that all children can be catered for. We are constantly reflecting on our practice and as part of this we make adjustments to the way we do things and this can include the layout of the room and how we present activities. We use labels with pictures alongside print, so that all children can access the equipment independently. For those children with a social communication difficulty we tailor our practice and use photos/ pictures or visual aids of the different areas of provision and types of play; enabling the children to make a visual choice. We have also previously used pecks cards, a visual time table, and traffic lights system to support children with their communication and independence in making choices within the setting.

As a setting we constantly risk assess and review the layout of the setting and how accessible it is. We then make suitable adaptations to enable all children/parents are able to access the whole setting effectively.

## 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**

From our initial show around with parents, we begin to build a report / relationship with the child and their family. We ask parents about their child and their needs and what their interests are. We aim that by doing this, the child's parents will feel comfortable to share information with us. We discuss how as a setting we would be able to support their individual child, and we ask if other agencies are already working with their child, or if their child is already seeking additional support.

We also ask parents to complete a 'What to Expect & When' document as their child enters the setting. This is a document designed for parents. We ask them to simply identify from the list of statements what skills their child has and what they can do. This is an essential document in providing information for practitioners to gain an understanding of the child's current development on entry into the setting.

If a child begins at our setting and there are no previous concerns regarding the child's development and progress, then our observation, assessment and planning process, as well as the experienced practitioners' knowledge of child development ensures that we are able to quickly identify children who may have an additional need. All children have individual needs and we recognise and acknowledge this through completing a 'next steps' from the observations we make. In conjunction with this, each unique child's progress is monitored on a regular basis. Both managers and key workers consider the children's development and any areas for concern. They then plan additional activities if needed for supporting the children and moving them forward.

In the Two's room, the room leader and key persons are responsible for the completion of the two-year-old development check. This provides an opportunity for practitioners to focus on the three prime areas of learning and development which include: physical, communication and language and personal, social and emotional development.

If we have concerns at anytime, the practitioner would complete focused observations on the area of concern. They would then go to the setting's Special Educational Needs Co-ordinator who would advise the key person to complete a series of focused observations which we would look specifically at the areas of concern. This information would then be shared with parents and a possible Request for Guidance or Speech Referral would be made. This involves the setting asking for the professional advice of a designated Inclusion Teacher from LCC / Early Years who will visit the setting and continue to observe the child to establish what their needs may be.

If a child's needs have not been identified prior to admission, we would initially consult with parents of any concerns surrounding their child and permission would be sought to liaise with outside agencies. We work in partnership with parents and welcome and encourage regular communication on both a formal and non-formal basis. Key persons are available at the beginning and/or the end of the day and throughout the session and this provides opportunities for discussions to take place. Parents are constantly updated with information surrounding their child's progress and are present at all meetings, with copies of all documentation provided.

For many children we are able to manage their support and continued development through differentiation of activities, simplifying language and the completion of a 'targeted learning plan'. A targeted learning plan focuses on the area of need and sets small, manageable targets (SMART targets) for the child to achieve over a period of time. These are shared with parents and reviewed on a half term/termly basis. If a child has been referred to the Inclusion and Disability Support Services, then a qualified teacher would support the Special Educational Needs Co-ordinator and the key person to make changes to their current practice through a targeted learning plan, which includes a series of agreed actions between the Special Educational Needs Co-ordinator and the Inclusion teacher. If a child's needs cannot be met completely by the setting, we would be asked to apply for further funding called Additional Inclusion Support. We have open and constant communication with parents about their child, their progress, any appointments / additional support from other agencies, and targets which we are able to support the child with. We also ask parents to feed back to us when their child achieves something or reaches a milestone and this will be placed within their learning journey and if necessary the TLP will be reviewed sooner.



Within the setting we have an Inclusion and Disability policy which states the setting's aim at supporting children and their families and ways in which they will do this. It also explains the process of inclusion support and names the setting's SENCo.

Within the setting, for those children who have a number of agencies working with them, we would also attend TAF/ CAF meetings which enables the SENCo and key person to gain a holistic picture of the child's development, the support they are receiving from other agencies and enables us as a setting to provide an informed account of the child's interests, experiences and developments whilst within the setting.

## 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

The Early Years Foundation Stage supports children from birth to the term after their fifth birthday. It looks at seven areas of learning and development and includes the following areas:

**Prime areas** • Physical development • Communication and language • personal, social and emotional development

**Specific areas** • literacy • mathematics • understanding the world • expressive arts and design

Alongside these areas we focus on the unique child, positive relationships and enabling environments; which in turn support the development of characteristics of effective learning.

Each room is set up to support the delivery of the Early Years Foundation Stage through continuous provision.

Under Two's • Comfortable • Physical • Exploratory • Imaginative • Messy

Each child has a named key person upon entry to Smart Kids and this practitioner builds a relationship with the child and their family. The key person has overall responsibility for that child's learning and will liaise with any other relevant professionals as and when is necessary. We also have a secondary key person system in place where if the key person was on holiday the child/parent would have someone to go to and who would continue to ensure the child's needs are met.

Children's learning is supported by practitioners with a good knowledge of child development and an ability to provide additional learning opportunities which will further extend children's knowledge and understanding.

The 2's, 3's and 3-4's consist of 10 areas of continuous provision these are as follows • Book area • Mark Making • Workshop • Malleable • Painting • Sand • Water • Home corner • Small world • Construction

We plan on a long, medium and short-term basis, taking into consideration the areas of learning and development from the Early Years Foundation Stage and aspects of continuous provision. We have taken into consideration the overall outcomes for each area and what we would hope the children to have achieved by the end of their time at the setting. This is further supported by the medium term planning which we have discussed and contributed to as a whole team; and includes predictable interests such as weather and festivals. This enables the children to explore a wide variety of themes and storylines which will encourage them to find out about the world around them and include people, communities, and the natural world. Short-term planning has been introduced to work alongside the weekly enhancement and includes focused adult activities such as baking. This provides opportunities for the interests and needs of individual children to be met through planned experiences. We have introduced an individual next steps sheet, which will be used by the key person to document the next steps in learning for each child over the period of a term. This will focus on an area for development, how this will impact on their learning and the ways in which the key person and practitioners can provide an enabling environment.

Each child's development is monitored during their time at the setting. Within 2-3 weeks of their start date, the key person will complete a baseline assessment using the 'What to Expect & When' document provided by parents along with their own observation and knowledge of that child. Each half term after that the practitioners print out a tracker which states the children's development in the last 6 weeks. It identifies areas of enhancement and would enable practitioners to identify areas of concern if progress is not being made. This information is then used to plan additional activities / support for the children who need it.

As a setting we also hold daily discussions with our parents about their child's interests, activities etc and termly parent's evenings which enables parents to look at their child's tracker and to discuss any area of concern.

We work together in partnership with parents through the use of newsletters, parent information boards, Wow weekends, Magic moments sheets, home nursery diaries, EyLog the online learning journal system and a comprehensive website. Parents can detail an achievement or special event in their child's life. We welcome and support a wide variety of cultures and communities and ensure that this is reflected through our displays, books, resources and an acknowledgment of home languages spoken. We recognise and acknowledge the cultures and beliefs of the children attending our setting through celebrating events and festivals such as Eid, Diwali and Christmas.

Several members of staff can speak additional languages including Gujarati and Urdu. All children benefit from these experiences as it enables them to further explore their own traditions and find out more about those of their peers. Within the holding area of Smart Kids we provide a wide variety of information including a 'What's On' programme for our local children's centre, Cherry Tree.

Throughout the nursery we provide an environment that enables and actively encourages children to share their views on a regular basis. Children express these views in variety of ways including verbalising, body language, recreating experiences through movement, painting or singing. We use open-ended resources which can be adapted and used in different ways by all the children without an emphasis on creating end-products. We regularly use 'listening to children's voices' sheets and 'fab vocab' sheets which can be adapted for a variety of different subjects and ask the children questions about their thought, views and opinions on particular subjects.

The setting's SENCo and key person have a special role when working with children and families with Special Educational Needs. This can be from having more frequent discussions to discuss the child's needs, progress and development, to ensure the child's needs are being met and attending TAF/CAF meetings. The SENCo and key person can also act as a support network for parents and signpost them to additional networks of information and support if needed.

Within the setting, practitioners tune into the interest of children and understand that children express their views in a number of ways. This can be done verbally, through body language or facial expressions. Children are encouraged to express themselves through showing their individuality and making their own choices within the setting, practitioners discuss with children their thoughts, feelings and ideas. And what they would like to explore or do next with an activity to find out more.

## 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**

As a setting which has a multi-cultural and diverse range of children, we are aware of the need to ensure all children in our care feel acknowledged, celebrated and are treated fairly. We deliver this through a robust equality and diversity policy which all practitioners read, acknowledge and follow at all times. We have a range of resources which reflect the different cultures and abilities within our setting; this includes books (factual and fictional), we also have a number of books which have dual languages, dolls, clothing, music, and items such as cooking utensils. The children are made aware of their similarities and differences through circle time discussions, story time and conversations during play.

Previously we have put together a variety of specialist activities using pre-existing resources and this includes posting games and 'tap,tap boxes'. We also use sensory and treasure baskets for those children who thrive exploring things with their senses. These resources have been recommended by professionals working with children and include the inclusion support teacher, Portage and speech and language therapists. We tailor activities for the children and make suitable resources for them which will support the children in meeting their individual targets. These can include picture cards, start and finished activity boxes etc. We find that a lot of the equipment that we have at the nursery can often be used as an open-ended resource and adapted to meet the individual needs of particular children.

As we are aware and plan for each unique child we take into account individual preferences and ensure that their needs are being met. Individual Special Educational Needs are supported through the guidance of a teacher from the Inclusion, disability and support service who would identify the need for support, equipment and staffing. This can be achieved through the application of Additional inclusion support, when a child's needs could be met through specialist equipment or support.

Smart Kids welcomes professionals into the setting and a mutually convenient time is arranged to ensure that the Special Educational Needs Co-ordinator and the Key Person are available to meet and spend time liaising with the relevant professionals. We are staffed to the appropriate levels but as and where is possible we attempt to provide extra support if ratios allow. We currently do not have any staff working at the setting with specialist qualifications however several members of staff have experience of working with a wide range of special needs over their professional career.

When outings are being planned a risk assessment would be carried out and practitioners would consider any adaptations which need to be made in order for the child to participate. Practitioners may also consult parents and ask if they have been to the place before and if any additional adaptations need to be made. This could be in the form of additional adults/practitioners to ensure more support is offered in unfamiliar surroundings or if going for a walk a different route may be planned which is more wheel chair friendly.

## 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

Parent's are encouraged to share their thoughts and unique knowledge of their child's learning and development, through parents voices, wow weekends, magic moments, parental observations, parents are also able to contribute to observations on EyLog and complete the home nursery diaries. Parents are encouraged to share ideas for future planning and activities. As part of the transition process and when a child leaves nursery to attend school or another setting, we complete a transition report which asks for the parent's views on their child's progress. We also provide a suggestion box at the front of the nursery, enabling parents/carers to leave feedback anonymously. Parents are also able to leave reviews on [daynurseries.co.uk](http://daynurseries.co.uk) website which are also available to view on the nursery app.

Regular informal discussions provide opportunities for parents to share their thoughts and ideas and planned occasions include parent's evening and key person meetings; which take place each term. These focus on a child's stage of development and provide an opportunity to celebrate individual achievements. We document the parents comments through a key person sheet which asks for feedback on the discussions and any information shared during the meeting. For the under two age group we use a daily communications diary enabling practitioners to share information such as meals, nappy changes and sleep times; along with what their child has achieved throughout the day. It is also an opportunity for parent's to communicate to practitioners how they have been over the weekend or during the night, share any new skills and ask questions. The Key Person or 'buddy' is available at arrival and/or departure times and this encourages the further development of close relationships and a partnership between parents and carers.

The children's learning journeys are available at all times for parents to view via EyLog, this is the online learning journey displays their child's progress, targets, aims and activities which they have carried out during their day. EyLog also had the ability for parents to view the next steps and comment and share their thoughts on their childs learning and development. For those parents who do not have access to online information we plan time to share the Childs learning journey with them. This would then enable parents to see what activities their child has been participating in and it displays next steps/future planning if they wish to support their child with additional activities at home.

## 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

When children start at the setting the practitioners use the child's 'All About Me' book to build up a picture of that unique child; supported by visual and written observations. This will be added to between rooms to create a bigger picture of that child's like/dislikes and preferences, with the All About Me we also provide an additional document for parents to complete the 'What to Expect & When' document asks parents to identify the skills their child already has so practitioners then have the information to plan for the individual and can begin to form a baseline assessment.

The initial background obtained from parents is gathered through the registration form. This provides us with a child's ethnicity, home/main language spoken, any special educational needs, other settings attended or professionals involved with the child, and further information which the setting should be aware of. This is then used as a basis within the age groups we begin with an All About Me book which provides the key person with information about the child's likes/dislikes, preferences, friends and family, dietary needs and any other information that needs to be shared. We then plan for future experiences and are regularly reviewed as part of the observation, assessment and planning process. This is supported by regular observations by the key person who will observe the children as they explore the environment. The learning environment includes 10 areas of provision which are regularly enhanced, based on the individual interests of each child and provides opportunities for engagement, motivation and critical thinking.

Children's learning is supported by practitioners with a good knowledge of child development and an ability to provide additional learning opportunities which will further extend children's knowledge and understanding. Significant comments are linked to the Early Years Foundation Stage and alongside other documentation are logged onto an individual development matters sheet, which plots progress and areas for future development. Within the under-two's room, the practitioners use a full day observation called 'A Day in the Life Of'. This observation is carried out every 30 minutes throughout the day and identifies the children's choices, routines and interests. The information is then linked up to the EYFS and practitioners plan for next steps.

We work in partnership with a wide selection of agencies including local schools, Sure Start children centres (Cherry Tree and Sure Start East), speech therapists, Lancashire Early Years Team and our area Inclusion Teacher. Working closely with other professionals includes the suggestions made on individual children, via the report written by the Inclusion teacher. This includes strategies to support interactions and engagement with others, turn-taking and sharing, and language skills. The speech and language therapists have also provided advice and guidance on specific language needs of children and suitable strategies to use including: games, activities, first and then boards, visual time tables and specific wording/phrasing to use with a particular child for example simplifying language "coat on", "wash hands".

As children transition between rooms within the setting the key person will complete a transition document for the new key person. This states the child's sleeps, comforts routines, dietary information etc. we also ask parents again to complete the 'all about me' and 'what to expect when' documents as this updates our knowledge and understanding of the child.

## 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**

Smart Kids Childcare currently employs staff with the following qualifications:

- Manager has Level 3 NNEB qualification, Level 1 and 2 Safeguarding
- Deputy Manager has BA (Honours) in Early Years, Degree, EYPS and NNEB Level 3, Level 1 and 2 Safeguarding, and Level 3 Paediatric First Aid.
- Baby Room leader has BA (Honours) in Early Years, EYPS and CACHE Level 3, and PGCE, and Level 2 Safeguarding.
- Practitioner with a relevant Level 3 childcare qualification and holds EYPS, Level 1 Safeguarding and Level 3 Paediatric First Aid.
- Practitioner with a relevant Level 3 childcare qualification, Level 2 Safeguarding, and Level 3 Award in Paediatric First Aid.
- Three practitioners with a relevant Level 3 childcare qualification.
- We have a female apprentice who already holds a Bachelors degree in Education, and is working towards her Level 3 relevant childcare qualification.
- We also have a male apprentice who is working towards his NVQ Level 2 relevant childcare qualification.
- The Business and Communications Manager has a BA (Honours) in English Language and Linguistics with Law, and holds Level 1 Safeguarding and Level 3 Paediatric First Aid.

As part of the settings and practitioners continued development we have 2 practitioners who are currently undertaking more specialised SENCO training to raise their awareness of the referral process, support programmes and other professionals to seek advice/support from.

The setting has completed the Lancashire Quality Award, and are currently undertaking the Smile For Life training. We are also members of the National Day Nurseries Association and the Pre-School Learning Alliance. All staff hold First Aid, Allergy Awareness, Level 1 Food Hygiene certificates and undertake Safeguarding Level 1 training.

As a setting we are also in the process of carrying out the smile for life training programme, it is thought that by carrying out this process we will be able to support parents and families with embedding stable and positive routines for their children.

We are also currently carrying out a quality assurance scheme with Queens drive school. Each term a practitioner attends training on a specific theme and the school and other setting share 'good practice' on how to support them implementation of this within the setting. To date we have attended and implemented change in the areas of planning and assessing, supporting speech and language and phonics and phonics awareness with young children.

We have had experience with a variety of different needs including speech and language

difficulties, Autism and behavioural needs. We have been supported via a named teacher from the Inclusion and Disabilities Support Service and other professionals including rapid response higher level teaching assistants, speech and language therapists, educational psychologists, occupational therapists and physiotherapists within the setting to provide and adapt the provision to meet the children's individual and differing needs.

## 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

Smart Kids provides an open door policy and welcomes visitors to our setting. We kindly ask that you avoid between the hours of 11.30am-1pm (lunch time). If you wish to discuss any aspect of our care, this can be discussed further with Mrs Lynda Hayes via telephone 01772 719719 or email [info@smartkids.org.uk](mailto:info@smartkids.org.uk). Alternatively the Family Information Service can help with any childcare questions you may have and can be contacted on the following details Tel: 0800 195 0137

We endeavour to make your child's key person available at either the beginning and/or end of the session which provides opportunities for informal discussions. If you require a formal meeting, this can be arranged at a mutually convenient time. We send out regular newsletters to inform parents of recent events and upcoming activities within each age group. Notices are displayed throughout the setting. Individual members of staff can be contacted directly throughout the day by telephone; asking to speak specifically with a named practitioner.