**Early Years Local Offer**

1. **How will the setting help my child to settle in?**

* We offer a 2-week gradual settling in process, free of charge, where the child and parents/carers can become familiar with the environment, meet staff and their Key person. If a child has special educational needs, the gradual process can be extended if needed.
* During the first gradual session parents/carers will come in with the child, and together with their Key person, will fill out an information pack i.e. care plans, ‘All About Me’ forms, starting points, contact details etc. We will also ask for any information/ background from other agencies that are/have been working with the family.
* Over the two weeks, gradual sessions will increase in length and will also be scheduled during different times during the day, to incorporate meal times, sleep time as well as nappy changes etc.
* These graduals will allow the child to feel settled and will help them to get to know familiar faces within their room.

1. **Who can I contact for further information?**

* For further information parents/carers can speak to our Nursery Manager, Lesley Wilson, Deputy Manager, Kim Starkie or Nat Berry, our Early Years Lead, who can all be contacted via our office on 0161 929 7470 or you can email info@juicenursery.com. In addition, we post updates and news on our website, Facebook and Instagram feeds.
* If there are any specific concerns or worries parents/carers can speak to their child’s Key person, Nursery Managers or Room Leader.
* We also have Tracy Poole, who is our SENDCO (Special Educational Needs & Disabilities Coordinator, responsible for supporting the staff and the parents with children who may have additional needs or a disability., Tracy can all be contacted via our office on 0161 929 7470 or email to tracy@juicenursery.com
* We can book in viewings for prospective parents/carers at a convenient time, to have a look around the nursery, see all the different rooms and find out more about what we have to offer.
* The people involved in a child’s education are predominantly our Room Leaders, Preschool Teacher, and as appropriate representatives from other agencies.

1. **How does the setting know if children need extra help?**

* Starting points - we continually assess the children in our care using Birth to 5 Matters, which is statutory guidance, providing expected ranges of development. We track language and communication development using the Wellcomm toolkit, completing assessments twice a year, in addition to tracking 3 times a year. As a nursery, we also carry out 2 year old checks, in line with statutory guidance.
* Each room has monthly plan and reflection audits. Every 3 months feedback from home sheets are sent home, as each child transitions we do detailed transition forms. There is opportunity for our parents to share their home learning on eyLog. If we have any concerns, the Key person would carry out some targeted and joint observations.
* During this time, within the room, if we felt that more input was needed, we would implement a targeted approach to enhance the child’s learning. If we still had concerns the SENDCO and Key person would do some joint observations. The children with special educational needs would then be put on to an IEP, using the graduated approach which sets goals for the children and is reviewed every 6 – 8 weeks.
* Throughout this process information is always shared with parents. If further concerns are raised or observed then our SENDCO will refer to, and work with, other agencies to support and advise individual children, with parental agreement as needed.
* The people who may be involved in this process are – SENDCO, Special educational needs advisory service (SENAS), Speech and Language Therapists, Health Visitors, Key person and Room Leaders. The Juice Nursery named Health Visitor is Jackie Eastwood who can be contacted on 0161 912 4044.

1. **How will the setting support my child?**

* The people that will oversee and plan the education and care for your child would be their key person with support from our SENDCO. The staff will also be supported by other agencies and the Trafford Area SENDCO.
* The people working with your child will be the child’s key person, members of staff that are based in your child’s room, our SENDCO and other agencies that may be involved. We will work with parents/carers on action plans and also other agencies will have an input with targets and plans.
* There is other additional support available to help with the child’s learning i.e. Speech and Language therapists, GP’s, Health Visitors etc. Other agencies may also get in contact with parents/carers to arrange coming for a home visit. More one to one time will be arranged for the child to have when in their room

1. **How will I be involved in my child’s learning?**

* We work in partnership with parents/carers to involve and support them, in terms of their child’s learning and development. We share all action plan information and they can comment on these every 6 weeks.
* We use a variety of channels to keep parents in regular contact regarding nursery events and activities such as wall displays, newsletters, courses, home learning, parent’s evenings, blogs, incident logs, feedback from home sheets etc.
* Parents can also talk to the child’s Key person or Room Leader at the end of the day. The Pink / Purple parents are given a Daily Diary, which details how the child has been throughout the day. The staff regularly updates our online system eyLog with photos and assessments. Parents/carers are also encouraged to put things on the online system to share with the Key person and room what they have been doing at home.
* We also offer parent/carer training and learning opportunities on topics such as Phonics, First Aid, Feeding and Weaning etc.

1. **How will the setting support my child at times of change, such as moving to a new setting?**

* When your child is ready to leave Juice we will provide their new setting with the relevant information i.e. transfer records, assessments and learning journeys. Our Preschool teacher will speak to the child’s new setting and invite them in for a meeting. We will facilitate multi agency meetings for your child if needed for special educational needs with all relevant parties.
* When moving through the nursery, from room to room, we again provide a gradual process where the child can meet and spend time with their new Key person and staff, with the support of detailed transition forms, which include key information.
* Parents/carers are shown where their child’s new room is and are introduced to all staff.
* To support the staff in the child’s new room we will ensure that any additional training is provided so that any special needs that a child may have are appropriately catered for.
* We organise meetings within the rooms for parents, e.g. ‘Introduction to Preschool’ and ‘Phonics’ and also facilitate parents forming friendships with other parents, through our Family Fun Days and other ad hoc events.

1. **What support will there be for my child’s overall wellbeing?**

* Support can be accessed through working in partnership with other agencies. There are also a range of support groups that we can recommend to parents/carers, as well as various communication books.
* Staff are sent on appropriate training courses, with the aim of ensuring that they are equipped with the knowledge to provide appropriate to support parents and their children.
* We have an Administration of Medicine Policy in place and fully go through the child’s care plan with the child’s parents/carers.
* We have implemented the Mini Me Yoga & Mindfulness programme throughout the nursery, with the aim of promoting and safeguarding the health & wellbeing of the children in our care.
* We have introduced the use of The Colour Monster story / Signalong to help the children / staff talk about and understand their emotions to help them regulate themselves. A video is on our YouTube channel of the Signalong we use with the book for parents to view.
* As well as the Mini Me Yoga and The Colour Monster, we follow the Webster Stratton behaviour management programme guidelines and implement the procedures from our behaviour concern policy. If concerns arise, we will discuss with parents / carers on how best to support the child. If training is needed for staff, it will be sourced and attended and parents / carers would be supported to find appropriate training if needed.

1. **What specialist services and expertise are available at, or accessed by, the setting? What training have the staff supporting children with SEND had?**

* In the nursery we have a fully qualified teacher – Kate Cartledge.
* We have access to other services including Speech and Language, SEN Advisory Team & Trafford Children’s First Response. Before sharing information we will ask parents/carers permission to share information with other agencies. We attend meetings with social workers and health visitors as and when appropriate.
* Staff regularly attend Supervision meetings to assess how they are progressing in their roles, and allows the opportunity to discuss any practice they have seen within the nursery in general, and to discuss issues including courses and events that they may like to attend.
* In addition, we have quarterly management development meetings to discuss and put new ideas in place, so ensuring that we keep moving forward in an ‘outstanding’ way.
* Staff attend regular training, covering all areas of their practice, including Wellcomm, Equality and Diversity, SEND, Child Protection & First Aid etc.

1. **How will my child be included in activities outside the room including physical activities and visits?**

* We will fully risk assess any trip or areas that we are planning to visit and will then adapt the plans so they are included.
* We will work with parents and other agencies and look into funding for some targeted support for the child.
* We will work with parents/carers and other agencies to risk assess the nursery environment/equipment and make reasonable adjustments where we can so that the child is included in activities.

**10. How accessible is the setting’s environment?**

* We will arrange a viewing for parents/carers & their child to come and have a look around and gather information about their child’s care plan. We have policies and procedures in place including Equality and Diversity, Inclusion etc.
* We will then look into possible funding, subject to availability and finding additional support for your child and also seek advice from outside agencies.
* The equipment used is regularly monitored by staff, who also carry out risk assessments before children enter the room. The rooms are able to access shared resources and toys from home.
* Our setting is fully wheel chair accessible - we have ramps outside the lifts, wide door openings and tables that can be raised or lowered.
* To improve the visual environment we have lowered display boards so they are at the children’s level and can be easily accessed. We have also had large screens fitted into some of the rooms.
* In the building there are easily accessible changing & toilet facilities downstairs. We have changing facilities with steps that will help bigger children access.
* To help ensure good communication with parents whose first language is not English, we would invite an interpreter into nursery to facilitate any meetings that we are having about their child. We can also provide picture books/ boards showing the parents/carers what they have been doing, and may ask them to write down any key or important words so we can use them to help communication with them and the child
* We can also email welcome information to parents so that they can use translation apps, if they wish.