

# The Local Offer

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Name of Setting: Orchard End Nursery

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Name of person to contact: Vicky Thompson

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

Orchard End Nursery is open 51 weeks of the year and operate with an open door policy making families welcome to come and visit the setting whenever they like. Dinner times can be busy and it is often better to call first to ensure we have the best practitioner for you to get a good insight to the setting. The manager is often available for questions however with many long serving practitioners questions can normally be answered. Second visits with additional family members or friends are always welcome. Information can be found on our web page and face book page. We have a written prospectus available for information which may provide basic information.

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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?*

Prior to your child starting we will allocate them a 'key person' which we feel will best support your child's individual needs. On your first session we ask a parent/carer to stay with your child and get to know the key person. This is an opportunity to share information which you feel will support your child starting. Any information relating to additional support required to fully support your child will be discussed at this point. Once you feel confident to leave your child for an hour then this is the next step. Visits over a meal time and sleep time ( if required) are also encouraged prior to starting. Children often find comfort in bringing an item from home, a special toy or some photo's from home. Settling in is a process that we feel should be carried out at an individual pace to give maximum support to the families.

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## *How accessible are your premises?*

The nursery is all on the ground floor of the building and is accessible via a ramp. The main door is at the side of the building and parking is available at the front on our private car park. We have three main group rooms with the babies having their own changing area with toddlers and preschool children sharing the larger main bathroom. Our toilets are very low level and we have easy access with a disabled toilet available. Access to the large garden area has a ramp and the garden is fully accessible to all.

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

All practitioners have DBS clearance and paediatric first aid. We carry out regular in house training for safe guarding and attend training from outside agency every two years. Several staff have advanced safeguarding. Recruitment is carried out with references required and all new practitioners have a probation period prior to starting. All of our staff have a responsibility to carry out the requirements of our health and safety policy and to risk assess items/activities used. Medicine is only administered by two practitioners, both checking the name of the medicine, details on the medicine form and then one applies the medicine and the second witnesses. Accidents are recorded and documents signed by the parent on collection. Positive behaviour is supported at all times and we encourage children to take responsibility for their own actions. We have a behaviour management policy and a named behaviour management practitioner. 'Solihull' approach training has taken place to support the understanding of children's behaviour giving them better support when needed. Prior to starting nursery we collect information on any additional support required, allergies or dietary requirements which need to be put into place and ensure that the practitioners in the setting have understood these requirements.

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

We aim to share all of the experiences your children have with you. At the start of the season we collect information relevant to the day, for example if your child has slept well. We communicate with parents daily with verbal feedback at the end of each day. Babies have additional 'home books' to record care information along with verbal feedback. Learning journals record individual planning, observations, the 'Child's voice' along with next steps identified for learning and development. Each term children will receive a progress summary completed by their key practitioner and an invitation to discuss this if they want. We share special events on face book and via our text message alert. Parents evening take place twice a year however parents can have meetings whenever required.

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

At Orchard End over the years we have worked with many outside agencies and professionals. The area SENCO visits the setting and offers support when required. We have had speech and language, physiotherapy unit, educational psychology, service, visually impaired team, Autism Outreach and social services. We always aim to gain the support each individual child needs to support them

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in achieving their own maximum potential.

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

We have a level 6, level 4, a practitioner who has worked for many years in a special school and then all practitioners are at a level 3 with one training for level 3. All practitioners have paediatric first aid, including our cook. Several practitioners have makaton training and use this within the setting. We had a speech and language therapist carry out in house training on signs and symbols. Epic pen training has been taken in addition to first aid and training to support children who may have a seizure. Practitioners have attended training for supporting children with Autism and we have had lots of outside agency support in this area. We will look for any further training to support individual at any time this is required

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

Careful individual plans are carried out for each individual child taking their development needs, likes and interests into account. By carrying out regular observations the individual needs are identified and when special equipment or support is required this is recorded and implemented. Specialist equipment has been accessed to support individual physical needs from the occupational therapy unit. The setting SENCO is involved in producing 'target plans' to support individuals who require extra support long or short term. Parents are involved in these plans and share information each time a plan is put into place. Small group activities support children in their progress and social communication groups regularly take place in a quiet area.

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

Prior to children moving to their next group room parents are approached and asked their views on the child being ready for this next step. Parents are introduced to the new key person and children have lots of short visits, often with their current key person supporting to start with and then independently. We try to move two children into the new group room at the same time to give them the support of a familiar face. The process is never rushed. When the time comes to move onto school we contact the school and invite teachers in to visit. We visit school when this is possible. Children who need extra support will be offered extra visits with their key person and we will make books or take photos to help them remember the visit. Teachers are invited to share learning journeys on their visits and information is provided on all areas of learning with a transition progress summary. Any information relating to special support required will be shared and a meeting offered with all involved.

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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?*

We begin our learning story by asking you to complete an 'all about me' sheet which will provide an opportunity for you to share your child's interests, likes, special ways along with family information. By carrying out a settling in assessment after the first 4-6 weeks we will have a starting point for looking at a child's progress and development. We will keep you informed with regular meetings, progress summaries, individual target plans and by completing milestone checks such as the progress checks for two year olds which is shared with your health visitor. Newsletter and text messages will share general messages and invitations to share experiences children have will give you the opportunities to share special events and see progress. We encourage parents to share any concerns with their key person as soon as possible to help us ensure that we are providing the best possible care.