

What does your childcare setting offer? - Section 1

The Early Years Setting

How does the Early Years setting know if children need extra help, and

What should parents/carers do if they think the child may have special educational needs

- Education Healthcare Plan (EHCP) and prior information
- Communication and contact with parents - information gathering via Key person
- Identified Key person – role and responsibilities, EYFS, Early Help Assessment (EHA)
- Typical activities the childcare setting provides
- Details of service relating to any particular legislation
- Identify the locality areas covered
- Main location and satellite centre details

Vision Statement

We offer a safe, caring environment, which encourages children to play and explore. All areas of children's learning and development are supported through observation, assessment and planning. Children and families are valued and respected by our dedicated team, who cater for all individual needs, ensuring we maintain inclusive practice at all times. We promote positive relationships and see parents as partners within our setting. Through our key person approach our friendly staff support and encourage individuals, enabling them to reach their full potential, feel loved and understood, and promote their health and well - being at all times.

Locality area - 5 and 6 Dunstall, Whitmore reans, Tettenhall,.

The setting believes in giving every child the best opportunities in life. Our setting offers all children a supportive enabling environment in which they can thrive. The setting will offer each child the appropriate care and support they need in order to develop to their individual potential. In order for the setting to do this, the key person approach has been adopted. Your child's key person will be the person who works with you to make sure that what the setting provides is right for your child's particular needs and interests. Your child's key person should therefore be the first point of contact with whom you discuss your child's needs. They will assist your child's integration into the group, keeping you regularly informed of how they are settling in and progressing and will also be able to help with any queries you may have about the running of the setting. They will also be interested in any changes at home, which may affect behaviour and needs at the setting.

	<p>When a child has been given specialist targeted support the key person will work alongside parents and outside agency to support the child to achieve these targets. We support children on SEN (special educational needs support- supporting children in-house making reasonable adjustments to the layout and planned experiences provided, providing any additional support needs which has been suggested by other professionals) EHCP -(Education, Health Care plans - which is a legal document that describes a child or young person's special educational, health and social care needs. It explains the extra help that will be given to meet those needs and how that help will support the child or young person to achieve what they want to in their life) and Personal Health Care Plans will be written and put into place with all parties involved if a child requires ongoing specific medication/ physiotherapy or personal care is needed onsite before the child starts the setting. Training will be sought for the setting practitioners for consistency of care.</p> <p>In order to make appropriate and effective provision or adaptations, when enrolling a child with Special Educational Needs into the setting ,advice will be sought from the parent of the child, the Area Special Educational Needs Co-ordinator and other agencies involved to ensure that we meet the needs of the child. The setting will endeavor to make reasonable adjustments to the building and to the educational program we provide. We will ensure that children with Special Educational Needs and Disabilities are fully integrated into the routines of the setting.</p>
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<p>How will the Early Years setting support my child</p> <ul style="list-style-type: none"> • The service/user group catered for 	<p>TLC Neighbourhood Nursery is open Monday to Friday 8am -6pm, for children aged from 6 weeks to 5 years old</p>
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- Age ranges and eligibility criteria to access
- Decision making process about users accessing the setting – how do users start using the setting, is there a waiting list and if so, when would parents/carers expect to be notified?
- Planning, roles and responsibilities
- Realistic plan - Liaise with parents/carers, professionals

How children’s special educational needs are identified, assessed, monitored and reviewed

- Targets are assessed and reviewed – Individual Support Plan (ISP)
- Progress is assessed and measured and evaluated
- Links with Early Intervention 0-18 service, Special Needs SNEYS and SALT (Speech and Language Therapy) to provide additional support
- Staff training courses and workshops

TLC Playgroup is open 9.10-12.10/12.50-3.50, for children aged 2 years old

Contact Details

TLC Neighbourhood Nursery
Dunstall Heights,
1 Dunstall Road,
Dunstall,
WV6 0LZ

Telephone: 01902 714433

Email: nreception@tlccollege.org.uk

TLC Neighbourhood Nursery and Playgroup is monitored and reviewed by Early Help and Ofsted.

The setting operates a waiting list on which all prospective children's details will be kept until a suitable place has been found. Children are offered a place on a first come first served basis, as and when places become available. Equal opportunities are given to all children.

Children's learning and development - Early Identification- assessments and monitoring

Parents' early observations of their child are crucial. Parents are asked during registration to fill out a starting point document which evidences their child development so far, and of any details of needs the child has before they start the setting, this is to ensure staff receive appropriate training to ensure consistency of care.

The child's key person will then monitor and carry out development assessments using the Early Years Foundation Stage with all children and regularly provide parents with reports to review progress this will be a short written summary of their child's development. These reviews/reports will identify the child's strengths and any areas where

the child's progress is slower than expected. If there are significant emerging concerns practitioners will develop a targeted plan to support the child.

Where a child appears to be behind expected levels, or where a child's progress gives cause for concern, the key person will consider all the information about the child's learning and development from within and beyond the setting. The key person will particularly consider information on a child's progress in communication and language; physical development; and personal, social and emotional development. A delay in learning and development or behaviour may or may not indicate that a child has Special Educational Needs. All information will be considered including factors such as communication difficulty, housing, family or other domestic circumstances that may be contributing to the presenting behaviour, a multi-agency approach, supported by the use of approaches such as the Early Help Assessment, should be adopted.

Identifying and assessing young children where first language is not English will be carried out with particular care. The key person will look carefully at all aspects of a child's learning and development to establish whether any delay is related to learning English as an additional language or if it arises from Special Educational Needs or Disability. Difficulties related solely to learning English as an additional language are not Special Educational Needs. If English is an additional language then an interpreter will be sought to ensure the parent/ carer fully understands each process that needs to take place.

Parents know their children best and it is important that they feel confident to approach their child's key person to express concerns about their child's development. The key person will be alert to behaviours and how children raise their own concerns about their development.

If the child's key person feels that the child is showing any delay in development a meeting will be held between the child's key person and the parent to discuss any areas of delay. A plan, do, review will be put together with smart targets of planned experiences for the child to access. A set date for review will set to discuss progress. Support will be tailored to the individual needs of the child considering the family's needs and the best ways to support them. The support will be family centred.

Procedure the setting will follow after discussion with parent/carer regarding development delay or SEND if the progress is not being made:-

- 1 The key person will fill out a development/ speech and language concern form
- 2 A meeting will be arranged with the settings Special Educational Needs Co-ordinator
- 3 An informal discussion will take place between the key person and child's parent/ carer to share information, permission will be sought from the parent before outside agencies are involved
- 4 Following the meeting, the Special Educational Needs Co-ordinator will spend sessions observing the child
- 5 Using the notification of concerns sheet, the Special Educational Needs Co-ordinator will support the child's key person in the planning of activities including individual specific strategies identified
- 6 The Special Educational Needs Co-ordinator will liaise with the Area Special Educational Needs Co-ordinator and any other outside agencies for advice and support
- 7 A meeting will be held with the Special Educational Needs Co-ordinator, key person, parent's of the child and Area Special Educational Needs Co-ordinator to complete a Special Educational Needs support form
- 8 Regular reviews of the set outcomes would be agreed with the parent/carer, the child, the settings Special Educational Needs

Co-ordinator, the key person and the Area Special Educational Needs Co-ordinator.

The setting has strong links with the Early Intervention 0-18 service. We have also worked together with the following teams for many years.

- Early Special Needs and Disability Team
- Speech and Language Team
- Physiotherapy Team
- Occupational Therapy Team
- Educational psychology team

Supporting Individual needs

Personal health care plans will be written and put into place with all parties involved if a child requires ongoing specific medication/physiotherapy or personal care is needed onsite before the child starts the setting. Training will be sought for the setting practitioners for consistency of care.

When a child has been given specialist targeted support the key person will work alongside parents and outside agency to support the child to achieve these targets.

Some children may be able to access Disability Access Funding (DAF) for additional support and specific resources to help meet the needs of the child.

Names, roles, telephone number of key contacts within the setting

Sarah Simm - Manager -Admissions - 01902 714433

Leanne Brighton -Deputy Manager-Special Educational Needs and Disability Co-ordinator - 01902 714433

	<p>Amy Curtis - Nursery Special Educational Needs and Disability Assistant-01902 714433</p> <p>Amanda Pedley - Playgroup Special Educational Needs and Disability Assistant-01902 714433</p> <p>Karen Southall - Senior Early Years Practitioner - Behaviour Co-ordinator-01902 714433</p> <p>Nicola Stanford - Senior Early Years Practitioner - 01902 714433</p> <p>Zoe Preece- Receptionist - Admissions - 01902 714433</p> <p>Helen Walker- Early Years Practitioner- Early Language Lead Practitioner - 01902 714433</p> <p>Nadia Begum - Early Years Practitioner - School Liaison- Co-ordinator - 01902 714433</p> <p>All Nursery and Playgroup staff are fully qualified from Level 3 to Level 6 in childcare and education. The staff regularly attend training provided in house and through Wolverhampton Early Intervention. If staff working directly with a child require specialist training then training will be arranged with outside professionals (for example the child's specialist nurse, physiotherapist or occupational health) Many of the staff have had specific training to support children with additional need including hearing/ visual impairments, communication/ mobility delay and others. Please contact the nursery to find out more.</p>
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The child's needs and learning- section 2

<p>1) How will the curriculum be matched to my child's individual needs?</p> <ul style="list-style-type: none"> • Observations and planned activities 	<p>Children progress is monitored from their individual starting point which has been discussed from the point of them entering the setting with their parent/carer. The setting follow the Early Years Foundation Stage Assessment Cycle using an ongoing formative assessment of</p>
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- Identified next steps to learning
- Set individual targets - ISP
- Additional resources and staffing, including any changes to the service
- If required, adapting the environment, routines and activities

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

- Reviews, monitoring progress and setting targets
- Feedback meetings – discuss progress
- Access to child's learning journey and tracker
- Support for parent/carer involvement – how parents/carers can be involved and how they can support their child
- How parents/carers and children can raise any concerns about progress or request additional support

3) What support will there be for my child's overall well-being?

- Information from settling in procedures such as All About Me/EHCP forms
- Policies and procedures – supporting well being, i.e. illness and medication policy, risk assessments supporting social and emotional development and positive behaviour

observations- of your child's development and learning styles,
assessments- deciding where your child's development is at currently and
planning- for your child's next stage in learning, making a plan of what will be provided to help support your child's learning.

The key person will also use summative assessment such as an Early Years Single Assessment Integrated Assessment which filters into your child's 2 year check with your Health Visitor which is carried out when your child turns 30 months. Also at the end of the EYFS an assessment called the Early Years Foundation Stage Profile will be completed.

This is used to inform parents about their child's development against the Early Learning Goals and the characteristics of their learning. It will support a smooth transition to key stage 1 (KS1) by using a professional dialogue between EYFS and KS1 teachers and to help year 1 teachers plan an effective, responsive and appropriate curriculum that will meet the needs of individual children.

If your child is already supported with SEN Support or an Educational health care plan we will use the graduated approach of plan, do review. We will use all evidence of observations to plan for next steps, a meeting will take place with parents/ carers and all those involved in your child's care and education and where possible your child. Achievable and realistic targets will be set on key areas; these areas will be working towards long term goals for your child's future. The key person will then plan day to day experiences to work towards these targets with your child and make observations to bring to the review meeting.

The key person provides plans for individual children in accordance of their needs, age and ability. The key person will work with their key children towards each child's next steps for learning. Activities and

- Special events or achievements outside nursery – strengthening home to setting relations
- Staff are Paediatric First Aid and Child Protection trained
- Support provided by professional agencies

4) What specialist services and expertise are available at or accessed by the setting?

- Specialist services available and accessible
- Advice and Guidance services – Childline and Samaritans
- Strengthening Family Hubs – parenting groups and support
- Specialist services or expertise accessed by setting, including Strengthening Family Hubs, educational establishments, health and social care services (Health Visitors) and Early Intervention services.

experiences will be offered to all children and will be adapted accordingly to meet the needs of the children within the room. Sometimes there may be a need for additional resources to enable to a child to access experiences, advice will be sought from the child's parents and any supporting agencies. Resources may be accessed from the supporting agencies or brought through any additional funding the child has access to.

To ensure that all additional resources/ staffing or reasonable adjustments are made to the environment before the child first attends, the setting will liaise with the Early Years Special Educational Needs Team, Early Intervention as well as the child's parents/ carers.

Parent/carers and children are able to access their own all about me books at anytime; these are kept within each base room. Parents/carers are encouraged to take these home and add pictures and comments about their child's learning at home.

Please see section 1

Please see section 1 for details of how parents/carers and children can raise a concern about progress or request additional support.

Please see section 5 for settling in/transition procedure

All staff within the setting are fully trained to Paediatric first Aid and child protection which are updated every 3 years

Please see section 10 for other professional agencies accessed by the setting

	<p>The Strengthening Families Hub's deliver the core support that Children's Centres offered and integrated it with the city's targeted support for families. The universal offer for families include:</p> <ul style="list-style-type: none"> • Learning through play sessions • Ante-natal clinics • Health visitor clinics • Support and advice about training and employment opportunities • Volunteering opportunities • Signposting and advice about the range of services available within the city <p>For those families who need additional support to overcome issues within the family the Strengthening Families Hub's also offer:</p> <ul style="list-style-type: none"> • Parenting programmes • One to one family support • Domestic violence support • Youth employment support <p>Call the Whitmore Reans Strengthening Families Hub for more information Contact Name-Whitmore Reans Strengthening Families Hub Telephone 01902 556585 E-mail whitmorereansSFH@wolverhampton.gov.uk Website Wolverhampton Strengthening Families</p>
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What training are the staff supporting children and young people with SEND had or are having? - section 3

<p>Skills and Training</p> <ul style="list-style-type: none"> • The specialist skills and training of staff in relation to SEN and disability (i.e. training, forums, workshops and briefings) 	<p>The setting has had experience with working with children with the following needs:</p> <ol style="list-style-type: none"> 1. ADHD 2. Asthma 3. ASD 4. Cerebral palsy
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	<ol style="list-style-type: none"> 5. Challenge behaviour 6. Diabetes 7. Down syndrome 8. Emotional needs 9. Epilepsy 10. Global delay 11. Hearing impairment 12. Language impairment 13. Learning difficulties 14. Medical needs 15. Motor impairment 16. Physical impairment 17. Serious allergies - Anaphylaxis 18. Sever dietary impairment 19. Visual impairment
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The setting accessibility and inclusion- section 4

<p>How accessible is the setting environment?</p> <ul style="list-style-type: none"> • Is the building fully accessible to different types of need? • Does the setting have a sensory room? Or access to a sensory room at a different location. 	<p>The building is fully DDA compliant, with accessible toilets facilities and changing areas. The setting is wheelchair accessible, the nursery operates on the ground floor and the playgroup is accessible by a lift. The equipment and furniture used both in the nursery and playgroup are fully moveable and allows the layout of the room to be adapted to the needs of the children. The staff plan individually for their key children to ensure the experiences are fully inclusive whilst meeting children's educational needs.</p> <p>The setting has access to sensory equipment for individual needs, and has access to a sensory room off site located at Brickkiln Community Centre,</p>
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How will the setting prepare and support the child to join the setting, transfer to a new setting or the next stage of education and life? - section 5

- Communication with Senco and parents/carers
- Information gathering about the child
- Preparing and supporting the child through transitional period
- Gradual settling in process in agreement with parents – induction process
- Key person to feedback to parents/carers
- Transitional support to a new setting/school
- Transition report to forward to next stage, consultation meeting between the current and new setting

Transitions from home to our setting

We consider transitions to be a priority and the following is in place to support children and families during periods of transition.

Parents will receive a welcome pack, detailing information about the setting.

Registration records will be completed before entry, detailing information about the child and their family.

Children will initially be offered two settling in sessions, these can be extended according to the needs of the family.

Parents will complete a 'starting point' sheet about their child 's interests/ development and provide photos for their all about me books.

Transition will be based on the individual needs of the children and families.

On some occasions it may be necessary for other professional such as child's specialist nurse, physiotherapist or the child's Special Educational Needs teacher that supports the child to attend the nursery before the child starts the setting to provide training such as administering medication, carrying out physiotherapy, this ensures smooth running of the transition procedure.

Appropriate records and information about the child will be kept to support transition and to provide the setting with background information, this will include:

- Contact details

- Name preference
- Diet/Food allergies
- Health/ medication
- Emergency contact details
- Important information (including family information, likes and dislikes)
- Immunisations
- Capturing the journeys, observations, assessments, reports, Special Educational Needs Support and Education, Health and Care Plans
- Safeguarding paper work- including contact names and telephone numbers of all outside agencies involved.
- Details of other settings the child attends

Role of the Key Person

Children will be allocated a Key person when they start to ensure that parents are able to talk to a specific member of staff to ensure their child is being cared for appropriately. This is particularly important at times of transition. The key person is responsible to keep the parent/carer informed of how the child is coping with the transition process, they will also be able to offer support and advice on how the parent can help with the process at home.

The transition between room bases

When it is felt by practitioners and parents that a child would benefit from moving to the next room (this can be dependent on the age of the child and their stage of development), we support the child and parent in the following ways:

In advance of the transition, the new Key person will find opportunities to spend time with the child, e.g. at singing time.

Transition documents and assessments of the child's current progress within the EYFS will be filled out by current Key person and shared with

the child new Key person.

Settling-in sessions will be arranged in the new room with both old and new Key persons.

Key persons will liaise with each other and share information, e.g. all about me books and children's assessments, a transition form will be completed detailing strengths, current targets and who is working with the child.

Where possible, children will be moved with their peers.

Parents are shown around the new room and introduced to the new Key person and kept up to date with settling in visits.

The transition from our setting to school

We recognise that starting school can be a worrying time for the children and parents, and the more that can be done to ease this transition, the more positive an experience it will be.

We invite teachers/support staff to visit the setting and make direct contact, particularly where there are concerns about a child's behaviour or development.

We also invite teachers/support staff to 'A Team around the child' meeting to help integrate the services for the smooth transition.

Our practitioners will liaise with the school to gain information about routines and environments (where possible).

We organise activities which reflect the transition process, e.g. school uniform role play and provide opportunities for children to express their concerns and fears.

	<p>We complete transition documents and give assessments of a child's current progress within the EYFS, including any Education, health care plans, Special needs support paper work and the settings current care plan for any medication routines.</p>
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How are the setting resources allocated and matched to children's special educational needs? - section 6

<p>Equipment and Resources</p> <ul style="list-style-type: none"> • How the setting resources are allocated and matched to children's special educational needs and interests • Availability of resources at setting, by stage of development • Types of special educational needs for which provision is made. (such as wheelchair access) • Activities and resources planned via stage of development • Grants and discretionary funding available for additional resources i.e. Pupil Premium • Inclusion of families whose first language is not English • Inclusion of families with literacy issues • Identifying needs - funding applied for specific resources • Links with voluntary organisations, including support services for parents/carers 	<p>Please see section 1 for types special educational needs for which provision has been made.</p> <p>Please see section 2 for how the settings activities and resources are planned via stage of development.</p> <p>The setting has access to a wide range of resources; these are allocated in accordance of age and stage of children's development.</p> <p>The setting uses the Early Years Pupil Premium to close the gap between children from disadvantaged backgrounds and other children by providing additional funding to provide further opportunities to raise the quality of provision we offer. All children aged three and four, who meet the eligibility criteria will benefit from the funding.</p> <p>As an Early Years setting we are able to choose how we spend the money to best support children in our care. Therefore, we feel the best way in which to use the additional funding will be in the following ways: training for staff, buying in any specialist services, providing additional staff for one to one intensive sessions or group sessions or purchase additional resources that will support eligible children's identified gaps in learning and development.</p>
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	<p>The setting is located within TLC College which provides ESOL classes through adult education, parents with English as an additional language are able to access these by contacting the TLC College reception on 01902 714433</p> <p>Training is also available at Strengthening Family Hubs for parents whose first language is not English. Training and learning events are open to all parents/carers as appropriate.</p> <p>Some a children may be able to access Disability Access Funding (DAF) for additional support and specific resources to help meet the needs of the child.</p>
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How is the decision made about what type and how much support the child will receive? - section 7

<p>Assessment, Monitoring and Reviews</p> <ul style="list-style-type: none"> • How children’s special educational needs are identified and need extra help • How parents/carers are consulted with about their child who has special educational needs • If parents/carers are unhappy about assessment decisions made by the Strengthening Family Hubs or other professionals, what rights to appeal do parents/carers have • How much input parents/carers have in their child’s assessment 	<p><u>Parent Partnerships</u></p> <p>Parents/Carers will be fully involved and in control of all stages of their child's learning and care. Parents with children with Special Educational Needs or a disability will be provided with appropriate and clear information, to ensure consistency both at home and the setting. Where other professionals are visiting the child at the setting, a feedback sheet will be provided to the parent/carer to ensure they are kept fully informed of progress being made.</p> <p>The setting works closely with the local children centre which provides parent classes. The setting is also attached to the TLC College which run many classes that parents/ carers can attend. (Please see web site for</p>
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	<p>more information- www.tlccollege.org.uk)</p> <p>If parents are unhappy with decisions made by the Strengthening families hub they are able to follow their complaints procedure, you can get a copy by contacting our Strengthening Families Hub or by contacting the Council direct on- 01902 556556.</p>
<ul style="list-style-type: none"> • How children and young people’s special educational needs are assessed, monitored and reviewed 	<p>Please see section 2</p>
<p>Supporting Individuals</p> <ul style="list-style-type: none"> • Details of effective key person working and how it supports individual care and learning • Details of effective Parent Partnership engagement such as Open Sessions and Home Learning • How parents/carers can be involved in planning and how they can support their child • Preparing and supporting the child and family to settle into the provision • Involvement in planning of trips, events and local visits • Any training opportunities and learning events provided by the setting for parents/carers 	<p>The setting has regular parent consultation days where parents are invited in to discuss their child’s progress and to be involved in planning next steps for learning. At the end of each half term the key person will provide home learning for you and child this will be tailored to your child’s needs, this will be given in your child ‘All About Me Book, which has been designed to help share learning between home and the setting. In addition to this regular daily feedback will be given on your child’s day and days learning experiences. This feedback session is also an opportunity for parents to discuss or make appointment to discuss any concerns they may have.</p>
<ul style="list-style-type: none"> • How children’s needs are provided for (level of impact / of support) • How will the curriculum be matched to the child’s individual needs 	<p style="text-align: center;"><u>Early Years Foundation Stage</u></p> <p>The setting has fully implemented the Early Years Foundation Stage. All children’s development is monitored using assessment tools such as the Capturing the Journey, integrated single assessment and the Early Years</p>

<ul style="list-style-type: none"> • The support provided for the child's overall well being • How parents/carers, children and young people can raise any concerns and questions about progress or request additional support 	<p>Profile. Children's learning and development is catered to their individual needs and styles of learning, this is assessed using the Characteristics of Effective Learning. The key persons will meet as a team to plan activities and the environment to suit children's learning styles. All learning is planned around the development needs of all children.</p> <p>The setting will make reasonable adjustments to suit the children needs where possible. The routines that are set at the setting are flexible and fully adapted to ensure that all are able to participate. The settings rooms are arranged out to ensure full access to all areas of the Early Years Foundation Stage. All furniture is fully moveable and adjustable ensuring use for all. The setting is a purpose built building; the nursery provision is located on one ground floor level, whereas the playgroup is located on the second floor which has lift access.</p>
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The settings standards for learning, development and care for children- section 8

<p>Early Years Foundation Stage Access Details of the settings EYFS offer, to include such things as:</p> <ul style="list-style-type: none"> • The Early Years Foundation Stage • Characteristics of effective learning <p>Capturing the journey profile (tracking tool) 2 year progress check</p>	<p>The setting has fully implemented the Early Years Foundation Stage. All children's development is monitored using assessment tools such as the capturing the journey, integrated single assessment and the early years Profile. Children's learning and development is catered to their individual needs and styles of learning, this is assessed using the Characteristics of effective learning. The key persons will meet as team to plan activities and the environment to suit children's learning styles. All learning is planned around the development needs of all children.</p> <p>The setting will make reasonable adjustments to suit the children needs where possible. The routines that are set at the setting are flexible and</p>
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	<p>fully adapted to ensure that all are able to participate. The settings rooms are arranged to ensure full access to all areas of the Early Years Foundation stage. All furniture is fully moveable and adjustable ensuring use for all. The setting is a purpose built building; the nursery provision is located on one ground floor level, whereas the playgroup is located on the second floor which has lift access.</p> <p>Activities are planned each week and these are adapted to meet the needs of the individual children.</p>
<p>How the EYFS offer is implemented and made accessible to all, Unique Child, Positive Relationship and Enabling Environment. To include such things as:</p> <ul style="list-style-type: none"> • Routine • Indoor/outdoor learning space in the setting • Activities outside the setting and trips • All policies such as equality and positive behaviour • Learning and development 	<p>The settings offer the EYFS framework to all children, we believe that children develop and learn in different ways. The EYFS covers education and care for all children; each key person will teach children by ensuring challenging, playful opportunities are available across the prime and specific areas of learning and development. We ensure that we foster an enabling environment which encourages children to be unique learners and learn at their own pace, we plan experiences to engage them in their own ways of learning - characteristics of effective learning.</p> <p>The practitioners will ensure that they help children learn to be strong and independent through positive relationships by responding to their needs, feelings and interests. The settings routines are tailored to the needs of the children within each room, providing an environment which is rich with resources and stimulating planned experiences.</p> <p>The indoor and outdoor environment is flexible where children can have space to play and explore.</p> <p>All children will have access to trips and activities outside the setting, the venue would be risk assessed and we would ensure that the venue will</p>

	<p>be able accept children with specific needs.</p> <p>The setting has a depth of policies within which equality and inclusion to all is embedded. The setting adapts a culture and ethos of inclusion, where we believe that as a team we will do our utmost to support all children and their families to reach their full potential and fully ready for their next stage within their lives</p>
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How do you communicate with parents/carers and how are they involved in decision making and planning? - section 9

<p>Communicating with parents/carers</p> <ul style="list-style-type: none"> • Communication methods with parents/carers • The involvement and how you obtain feedback from parents/carers during decision making and planning • Type and format of information provided • Inclusion of parents into the decision making and planning <p>Compliments and Complaints</p> <ul style="list-style-type: none"> • Complaints policy • How do parents/carers give a compliment or make a complaint about your setting? 	<p>The setting communicates with parents in a number of ways including methods such as - face to face- daily feedback sessions, Team around a child meetings, telephone calls, communication books, reports- reviews, newsletters, parent questionnaires, SEN Support paperwork and Education, Health and Care plans. An interpreter if necessary can be sought to attend Team Around the child meetings to ensure parents fully understand what is being discussed. Information will be provided both verbally and written format.</p> <p>For parents involvement within planning and decisions making please see section 7</p> <p>In the rare instance that a parent of a child with Special Educational Needs and/ or Disability should want to make a complaint regarding service provided to them or their child, they should firstly speak to their child's key person. The parent should also speak to the settings Special Educational Needs Co-coordinator to discuss the matter. Should the parent feel that the issue has still not been resolved the parent should then consult with the nursery manager. In extreme cases OFSTED can be</p>
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	<p>contacted should the parent not feel satisfied. To make a formal complaint to Ofsted write to:</p> <p>Enquiries National Business Unit Ofsted 5th, 6th and 7th Floors Piccadilly Gate Store Street Manchester M1 2WD Telephone contact number:-0300 123 123</p> <p>The setting has a comments and suggestion book which is kept within the reception area of the nursery we welcome all parents and visitors to share their thoughts and feelings. We regularly send out parent questionnaire to gain feedback about the setting, this helps improve the setting and services we provide.</p>
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Who can I contact for further information? - Section 10

<ul style="list-style-type: none"> Contact details for parents/carers if they have any questions and further information requested 	<p>Sarah Simm- Nursery Manager Leanne Brighton -Deputy Manager - Settings SENCO 01902 714433 nreception@tlccollege.org.uk</p>
<ul style="list-style-type: none"> Key contact details within setting: Key contact details outside setting: 	<ul style="list-style-type: none"> Please see above and section 1 for names and details of key contacts within the setting. Key contacts of outside setting - -Gem centre - 01902 446270 -Speech and language - 01902 444363

- Information for Families Service contact details:

Tel: 01902 554242

-Parent partnership- 01902 556945
-Multi agency support team -01902 550609
-Strengthening families hub -01902 556585
-Early Intervention 0-18- 01902 555894
-Wolverhampton information, advice and support service website-
www.wolvesiass.org.
- Local Offer, Wolverhampton City Council.
(<http://www.wolverhampton.gov.uk/send/>)

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