



**SEN and Disability**  
**Local Offer: Early Years Settings**  
**BROOKSIDE NURSERY**

# Guidance for Completion

This template is designed to help you write or update your Local Offer. The template aims to give you suggested headings to collate and organise your information. The final published Local Offer needs to include this information but can be presented and published in your desired format.

Please read the accompanying Guidance notes.

## The Setting

Brookside Nursery is based within Brookside Primary School Clitheroe, We have a warm, welcoming environment in which we care for children, aged 0 up to pre-school aged children. We are also registered to take 50 children up to the age of 11 in our breakfast and after school club and holiday club. The setting is open Monday to Friday, 7.30pm until 6.00pm, 38 weeks of the year and 8:00am – 530pm during 10 weeks of school holidays/inset days. We offer wraparound care 7:30am – 8:45 am and 3:30pm – 6:00pm. Between 8:45am and 3:30pm, we offer full nursery learning and development.

Key persons plan for children’s learning accordingly.

We also have our own areas for all our ages, and have full use of school grounds.

Our nursery manager and SENCO is Sue Walmsley. Our Deputy Manager is Hollie Thornber. We promote inclusion and promote British values.

All nursery staff are paediatric first aid trained, and we have a lead and deputy lead designated safeguarding lead.

## Accessibility and Inclusion

Please see Brookside Schools local offer for accessibility.

In nursery our room is set out to accommodate the ages of children we care for. We support parents with additional needs such as language barriers and strive to offer as much help and information as possible, this is carried out through informal discussion and agreements with parents how best their needs can be met – for example dual language text.

Our facilities are fully accessible for children – this includes the toilet/changing area, nursery room and outside areas.

At out of school club we follow strategies and care plans set in place with Brookside school working with both the school and the parents.

## Identification and Early Intervention

Our nursery staff/key person carry out regular observations on all children to follow the child's learning and development. If the children appear to be below in areas or over achieving in certain areas, we then observe to highlight specific areas in which the children may need additional or further support with. The practitioners discuss with parent/ carers on drop off or collection of the child. We also ask that parents tell us about their child's achievements at home giving parents the chance to share important moments, no matter how big or small, in the child's learning journal.

We have taster visits and induction in which parents/carers can share with us any information about their children and we ask that an 'All About Me' document is filled in upon registration. This details the child's family, interests and dislikes and learning and development.

Home learning environment is encouraged and supported.

We hold a termly parent's events to share further information about the child's development and comments between us. Parents are free to request further meetings or visits to give them the opportunity to share information whenever they like. We offer parents resources to support in their home life if needed e.g. potty training, etc.

We have our SEND policy which outlines our commitment to the inclusion of all children to ensure they develop to their full potential and how we will support them to do this.

If any child is identified as needing early intervention or support we work with parents and other agencies to ensure they can access the necessary support e.g., speech therapy, health visitor, inclusion teacher.

## Teaching and Learning Part 1 – Practitioners and Practice

At Brookside Nursery we follow the Early Years Foundation stage using Birth to 5 matters, which suggests what children may be learning between certain age groups. This document helps to provide information to ensure our activities best meet the needs of the child. The EYFS prime areas are the foundations of learning, upon which the EYFS specific areas can be developed. We use the child's starting points to assess learning and development stage and review termly. We also carry out the statutory 2-year-old progress checks. The EYFS states 'equality of opportunity and anti-discriminatory practices, ensuring that every child is included and supported.'

Our environment is enabled and set out in line with the EYFS, we set out continuous provision and enhance them to provide challenge and stimulation.

Each child has a key person whose role is to plan the activities and adapt them according to the child's progressional needs and interests. Some children may need more differentiation in activity than others. The practitioner is sensitive to the needs of their key children. Staff receive all the training necessary to support all their key children. We also regularly involve the children in the planning process.

Home life events also inform our planning.

## Teaching and Learning Part 2 - Provision & Resources

We have a good range of resources and offer good quality provision for all our children. If further provision is required to support a child, this would be fully discussed.

Our staff are supported to liaise with whichever agencies are needed and staff cover is mapped accordingly.

Activities, both internal and external, are tailored to be inclusive for all our children. Parents are fully kept up to date with our plans.

We regularly liaise with Health Visitors, learning support, development workers to ensure our setting is fully kept up to date and supported.

## Transitions

We have a solid transition process, supported by regular liaison with reception class during our day to day practice. Relevant transition information is passed on and we aim to meet with the practitioners of the new setting. We encourage them to also visit children within our nursery so to build up relationships with the new practitioners. Parents are also offered help and support during this process. Children who progress to Brookside school from us are supported during the summer term to build further links with reception class, however we encourage this with all pre-school children to help them on their journey to their new reception class.

The child's learning and developmental progress is also shared with the new setting.

## Staff Training

Our staff are either currently qualified or working towards a full and relevant qualification.

All nursery staff within the setting have a relevant paediatric first aid qualification and hold level 1 Safeguarding. We also have the Designated Safeguarding Leads. All staff are trained in food hygiene. If a child needs care of a specific nature, training is also sought from the relevant agency and a care plan is provided to ensure the correct care is given e.g. diabetes or asthma. We also provide forest school sessions on site and we have one forest school trained practitioner. Our staff also receive training in line with their individual targets set for their CPD, or if it will support their practise with the children e.g. behaviour management. Training is also offered to staff to promote their level of teaching and learning.

## Further Information

For any further information please do not hesitate to contact the nursery 07980177411.

We will always discuss parent's individual needs and any support they may require confidentially but ensure we are inclusive to the best of our ability.

See Brookside School Local Offer for full information regarding setting.