



## **SEN and Disability**

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

Name of Setting: **Broughton Pre-school**

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:

INSERT LINK HERE

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>	<b>Broughton Pre-school</b>		<b>Telephone Number</b>	<b>01772 860834</b>
			<b>Website Address</b>	<b>www.broughtonpreschool.co.uk</b>
<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>	
	<b>No</b>			
<b>What age range of pupils does the setting cater for?</b>	<b>Children can attend from the age of 2 up until school age</b>			

<b>Name and contact details of your setting SENCO</b>	<b>Elizabeth Sockett Broughton Pre-school. 01772860834</b>
-----------------------------------------------------------	----------------------------------------------------------------

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>	<b>Elizabeth Sockett. Early years teacher/ SENCO and Deputy Leader</b>		
<b>Contact telephone number</b>	<b>01772860834</b>	<b>Email</b>	<a href="mailto:misshanson@broughtonpreschool.co.uk"><b>misshanson@broughtonpreschool.co.uk</b></a>

## 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>			
<b>Name</b>		<b>Date</b>	

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

- **Broughton Pre-school offers flexible full day and sessional options during the term time. Open from 7.45 – 5.30**
- **The following sessions are available**
  1. **7.45 - 9.00** breakfast club
  2. **9.00 - 11.30** morning session
  3. **11.30 - 12.30** lunch time
  4. **12.30 - 3.00** afternoon session
  5. **3.00 – 5.30** after school session
- **The setting caters for all children from the age of 2 years old**
- **Registered for up to 30 children at any one time. All children are together in the main pre-school room with additional rooms directly off it including a lunch room, toilet area, large accessible toilet with changing facilities, cloak room, computer/quiet area and adults office.**
- **The staff team consists**
  - **Setting leader - MA in Education and EYPS, Behaviour coordinator, ENCO**
  - **Deputy Setting Leader - BA (hons) in Early Years and EYPS, SENCO, PICO**
  - **5 Pre-school assistants - Level 3 in Early Years**

## 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

- **The environment is set up to be accessible for children between the age of 2 – 4 years including low level shelving**

- The building has a ramp and a wide entrance to accommodate a wheel chair.
- There is a nearby car park which is owned by the parks departments and parents and visitors are able to use. It is short distance away from the pre-school building but a safe and wide path is there making it accessible for wheelchair and prams.
- An accessible toilet and changing facilities have recently been installed.
- Furniture is moveable (mostly on wheels or light weight to move) in the event a larger space was required.
- The resources within the setting both inside and outside are accessible to all children who attend the setting. Many of the resources are open-ended encouraging children's critical thinking and creatively including boxes, crates, guttering, stones and shells. Resources are labelled with photographs/labels so that it is clear where items belong and support children in taking responsibility for the environment and tidy up time.
- Policies are available in a variety of forms and available for parents to have copy of if required. A summary of some of the policies is available on the pre-school website, also in the brochure and welcome pack. If require the practitioners would be happy to take appropriate steps to ensure that the documentation was make accessible to parents whom in English is there first language or require it in a different format
- The use of PECS or other visual prompts are used to support children whom staff feel it helps them to understand the routines of the day and

## 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**

- Broughton pre-school have a strong key person and deputy key person system in place which allows parents and practitioners to develop a strong and positive relationship that is proactive thus enabling parents to feel that are able to raise any concerns that they may have.
- On a daily basis key persons are available at 'entry' and 'exit' times to speak to parents about children's daily lives both in and out of the setting so that practitioners plan activities based on observations that are exciting and meaningful.
- For parents whom are not seen on a daily basis practitioner use 'home diaries' and emails which pass between the setting and home to keep in touch about children's lives.
- Key persons and practitioners as a whole form a very cohesive team pooling their knowledge of individual children both by passing information 'on the spot' complete observations of the key children of other practitioners and making notes in the 'notification diary' so that we have knowledge of children's lives, their interests and learning that is current
- The key person is responsible for recording and monitoring children's development and progress. Also the key person completes a 2 year old check and/or a Initial assessment that we have designed to highlight where the child lies in accordance to the EYFS curriculum including the Characteristics of learning, from this areas of weakness or strengths are identified. Also, through continual observation children's progress is monitored and measured thus identifying any area that is not developing as expected.
- A variety of methods have been adapted to monitor the progress of children including the 'Ferre Laevers' scheme of assessment. We use this to monitor 'well-being' and 'involvement' through whole group screening and time samples to ensure that children or a group of children are not being left behind. If we are able to indentify individual children whose well-being and involvement are below the expected levels we draw up targeted learning plans to help them achieve their full potential.
- If a child is identified as needing additional support he key person will discuss the child's needs with parents before drawing up a plan which will include the learning with the home environment as well as the setting.
- The Setting SENCO works with and is familiar with the IDSS teachers team and meet with them regularly, we also have links to speech and language therapist whom we work together with to support children who require their support. We invite Health visitors and Education physiologies to work with us and encourage them to visit the children at the pre-school so that we can input and work together to support the children as individuals
- All staff have complete CAF training and the senior staff are confident in completing them
- Practitioners work closely with parents to devise the most suitable way to support children with SEN. Outside agencies are frequently called upon and advice taken from them.
- We use the scheme 'WELLCOM' to assess child's level of speaking and understanding and follow the programme to support children through everyday play experiences that is appropriate for their age and stage.
- 

### **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

- Teaching and learning follows the guidance set out in the Early Years Foundation Stage document (2014) laid down by the government to guide practitioners in Early Years settings. This document can be viewed at:- [www.foundationyears.org.uk](http://www.foundationyears.org.uk) The ethos of the setting has evolved based on the belief that 'children learn through play' which follows their individual interests and builds on 'what they already know and can do'. With this in mind key persons actively seek information from parents/carers, as they are the children's first educators, in order to plan activities and resources that will engage and motivate children in their learning. Not only information about their interests but their individual needs, likes/dislikes etc so that they can provide the care that individual children need in order to feel safe and secure in the setting. For a child with special educational needs the co-ordinator of special educational needs at the setting will become involved so that the setting can gain a holistic view of the child in order to meet their individual needs in a co-ordinated manner. The setting is divided into different areas where children can access different types of play such as messy play, construction activities, story reading, play based on the home environment, role play and creative play. All the resources are at child-height and are consistent over time, however different resources are introduced to enhance children's learning based on their individual learning and interests at any particular time.
- When a child starts at pre-school their key person will observe their play with regard to their level of development in order to gain a starting point on which to base this initial assessment of the child. This assessment provides the key person with a baseline at which the child began their learning and development at the setting and will enable the key person to ensure that individual children are progressing in each of the areas of learning and development and not falling behind in any particular area. This assessment will be shared with parents/carers so that they can give their views/comments on the document. Also next steps at home and in the setting can be planned and written into the document.
- A summative assessment of each child's learning and development will be completed each term and parents will be given an opportunity to discuss this with their child's key person should they wish to.
- . However should a parent wish to discuss their child's learning and development in the meantime an appointment can be made at any time which is convenient to them.

- Between the age of 2 and 3 years a developmental check is completed by the key person and this gives a brief overview of individual children's learning and development. This document is shared with parents and discussion involves suggestions as to how the key person can help your child learn and develop in the setting and how you may support your child at home. If your child has not already had their 2 year developmental check with the health visitor then this is a useful document to share with them.
- The role of the key person is to provide support for individual children. She tracks her key children's learning and development by observing them at play and within tasks at the setting. She is usually the first point of contact for the parent's of individual children who have questions or concerns regarding matters concerning their child or the setting. The key person collaborates with other practitioners at the setting regarding information and help with planning activities that will stimulate and engage their key children's learning and development. The key person is introduced to the family on one of the first visits to the setting in order to build a strong bond with the whole family using information that she gleans to inform the way in which she cares and supports her key children throughout their time at pre-school.
- Activities on offer are differentiated according to the age and stage of individual children. If a child has special educational needs and disabilities then this is done in collaboration with the special educational needs and disabilities co-ordinator in order to draw up a targeted learning plan providing small achievable steps in a child's learning and development. This plan is reviewed regularly in order to plan the next stage in a child's learning and development.
- At pre-school we help parents to support learning by using the learning journey as a working document into which we encourage parents, children and practitioners to contribute equally. In this way when all parties are included then a full picture of a child's learning and development can be built up. The document is passed to parents regularly asking for comments and information around the child's learning at that time. The document is available within the setting for parents and children to access whenever they wish. As well as speaking to parents at entry/exit times about individual children, the setting has open mornings each term, planned appointments following summative assessments each term if parents wish, a newsletter is produced each half term in which useful websites are included to provide information around children's learning, development and care. The setting has also produced a leaflet of

- Helpful hints for parents to help children develop early skills' together with information contained in the induction leaflet given to new parents. Key persons encourage parents to help us plan individual children's learning by keeping us informed of current children's interests and learning in the home environment so that key persons can plan exciting and stimulating activities.
- Pre-school explains to parents that learning is planned around children's interests and fascinations. In this way key persons use their knowledge of children's individual development to plan their next steps in learning by planning activities around these interests. As well as this, children's input into the planning process is encouraged and key persons use this input to plan activities to move children on in their learning and development. When children have additional needs the Special Educational Needs and Disabilities Co-ordinator has input into the process as she often has specialist knowledge around individual needs and can help key persons plan appropriate activities, for example this might involve breaking down developmental steps into smaller steps to meet the needs of individual children. Additionally the Parental Co-ordinator could have input in order that we can ensure that parents are kept informed of individual children's learning and development at pre-school and how to help them at home. The Parental Co-ordinator might suggest that the parents access other services, for example from the local Children's Centre to help in this process.
- The setting provides areas of continuous provision which are available every day with enhancements added according to the interests of individual children in respect of their needs, learning and development. Key persons working with the Special Educational Needs and Disabilities Co-ordinator in the case of children with special needs and disabilities work hard to meet their needs with respect to learning and development. If those needs require the purchase of resources or equipment then the setting will endeavour to purchase these. The Key person will also work with the Special Educational Needs and Disabilities Co-ordinator to devise Targeted Learning Plans to move individual children's learning and development on in small achievable steps for those children at Wave 2/3 of the provision map.
- Parents are also supported in their learning and training as we offer themed open mornings when a particular area in children's learning is focussed on. Here practitioners role model activities, for example around early writing skills, during the morning. These sessions are a time when parents can discuss with practitioners how to encourage early years' skills for individual children. If a parent requests more information or support in a particular area either for their child or themselves then the setting can approach the local children's centre to can provide training and courses for parents if the setting is not able to support

- the parent themselves. The local children's centre provides us with information on courses and training for families.
- Children are able to express their views in whatever form they wish, written, spoken, sign language, body language, pictures, paintings, in musical form, dance, stories etc. The setting has lots of small cosy areas which children can access to chat, sit quietly, cuddle up etc. Children are encouraged to express their views via the learning journey which is regularly shared with a child's key person and the child's comments on this document are recorded at the time. Children are able and regularly do access their learning journeys themselves making comments on the contents which are recorded. Children are encouraged to express their views at the short 'chat times' we have three times at day. Key persons gather their children together for informal chats about 'news' on their home activities, plans for the day, reviews of plans. Here children are actively encouraged to communicate and discuss their thoughts, plans and learning in a open manner.

## 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**

- **Resources are frequently reviewed by the practitioners to ensure that they are appropriate and relevant for the children, taking into account their age and stage of development.**
- **The area is consistently laid out so that children can become familiar with the environment.**
- **Resources are kept in clearly labelled containers to support children in selecting the resources that they would like to play with and understand where to return them once finished with them.**
- **Whilst planning key people consider their children's individual needs and can request specific resources to support their children. i.e. particular books, small world play etc. If pre-school leaders agree provision is made to purchase the required items.**
- **The SENCO is familiar with provision mapping and works with practitioners to support them in mapping their children against the mapping to bridge the gaps.**
- **Significant time is invested in collaborating other outside agencies and other professionals to share information and work together to support children.**
- **Services with whom we have links and regular contact with include speech and language therapies, health visitors, IDSS teachers.**
- **All staff at the pre-school are trained to level 3 in early years and the leader holds an MA in education and deputy leader holds a BA (hons) in education, both hold Early Years Professional Status.**
- **Planned activities are differentiated to take account of the needs of children with differing abilities with the group. All the time, keeping the parent/carer informed and updated as to what we are doing in the setting in order to co-ordinate each child's care and learning.**

#### **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**

- **Parents have daily opportunities to speak to their child's key or deputy key person at entry and exit time.**
- **Communication such as texting and e-mailed are utilised.**
- **Learning journals are updated weekly with observations, significant comments, interests, parent comments and home links. They are available for parents to view at any given point and parents are invited to take them home each half term and add their comments.**
- **Practitioners have a selection of sheets for parents to complete to support them in their contribution to the learning journal file i.e. 'at home I have...' and 'WOW' sheets. Parents are encourage to e-mail pictures of something their child has been involved with at home so that this can be discussed and built upon within the setting.**
- **Parents are encouraged to attend 'parents sessions' and informal chats with their child's key person.**
- **Information regarding the EYFS guidelines and development matters is given to parents on entry and this is regularly updated. Practitioners use e-mail to keep parents abreast of any current research or parenting support that they may consider relevant and supportive.**
- **Key people use diary to keep in touch with parents/carers who they do not see on a daily basis, this is an account of their daily activities including photographs.**
- **In order to plan for individual children, taking into account their background, culture and those with learning difficulties we use comments and discussing we have with parents/ carers in the initial visits and home visits and then on a daily basis, from the learning and other meetings such as open days etc.**
- **Planned activities are differentiated to take account of the needs of children with differing abilities with the group. All the time, keeping the parent/carer informed and updated as to what we are doing in the setting in order to co-ordinate each child's care and learning.**
- **To promote a secure attachment between key person and child we are flexible as regards visits and encourage parents and children to visit the setting before children start at pre-school as many times as they feel they need to, to get to know us, the setting and the routine.**
- **Parents are offered a home visit if they wish, both in the initial stages of settling in and during their time at pre-school.**

#### **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**

- **To prepare and support a child to join the pre-school** we would first of all invite the child with his/her parents/carers to join us on several visits before the child starts, to familiarise them with the layout, routines and practitioners within the setting. Pre-school has compiled a comprehensive information pack giving information about all aspects of pre-school. In addition we have an informative website with links to other sites with the web.
- The setting has regard for the revised SEN(D) Code of Practice 2014 and the practitioner leading special educational needs in the setting would be available to discuss your child's individual needs and with your permission would contact professional agencies working with the family to enable a multi-disciplinary approach to their care and learning
- This professional at pre-school would discuss with you, the parents, how the setting could meet your child's individual needs whatever they may be by perhaps the use of access action plans if a child's individual needs require significant planning for the changes to occur
- The professional would tour the setting with you to discuss how we could meet a child's needs and would again use a multi-disciplinary approach to meet their needs
- A practitioner would be allocated to the family as the child's key person and she would then get to know the child and their family so that she could meet the child's individual needs with support from the practitioner leading SEND at the setting and any other professionals involved in your child's development to ensure that the child had a happy, settled start at pre-school.
- The key person would support the child to feel confident to let their parents/carers leave him/her in their care.
- To help achieve this the parents/carers would be encouraged to complete an admission form and a booklet informing the key person of his/her individual needs, their family, friends, likes/dislikes etc. In exchange the key person would be able to answer any questions, worries, concerns not already covered in the information given to them in their introductory booklet/information

- If the child was transferring from another setting then the key person allocated to the child would ask for parental permission to contact the setting the child was leaving for information to help her gain a full picture of the child's learning and development and SEND up to the present time. If the child was remaining at the previous setting too, then she would commence a diary to pass between the two settings in order to keep abreast of the child's development and SEND etc. in each setting.
- **If the child was moving on to a new setting**, pre-school would, with parental permission, invite practitioners from the new setting to visit the child at pre-school, if this was possible so that the child could meet the practitioner and get to know him/her in familiar surroundings
- Pre-school would compile a profile of the child's learning/development/interests/likes/dislikes, to share with the parents/carers who could add their comments. With parental permission this could be sent to the new setting or taken there by the parents along with information on their SEND and any outside agencies involved in their care.

## 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

- The lead practitioner holds an MA in Education and both the Lead and her Deputy have Early Year Practitioner Status and have joint responsibility for SEND. Both are 'home-grown professionals' and as such have developed a deep understanding of children's needs over many years. They keep their knowledge updated by attending SEN updates and perusing journals containing research on SEND.
- All other practitioners have a Level 3 qualification in Childcare and are also 'home

grown' professionals

- The setting was one of the first settings in Lancashire to achieve the Lancashire Quality Award and this award has been reviewed and continued up to the present date.
- The deputy lead practitioner has recently been trained in the 'WELCOMM' technique. She is actively seeking to implement this within the setting to encourage communication and language skills for individual children alongside training other practitioners.
- The setting uses the Ferre Laevers method of Scanning and Screening to identify children whose well-being and involvement may be at a lower level. This method is very useful with respect to early identification of children with SEND.

## 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

- For further information you can contact either Judith Sutcliffe, the Lead Practitioner or Lizzie Sockett the Deputy Lead Practitioner. These two practitioners share the role of SENCO in the setting. These practitioners can be contacted at the setting, by telephone on 01772 860834 or by email on: [enquiries@broughtonpreschool.co.uk](mailto:enquiries@broughtonpreschool.co.uk)
- Once a child starts at pre-school, the child's key person is usually the first point of contact. However parents may contact any practitioner they wish within the setting.
- Each child at the setting has a key person who is responsible for collating information regarding their key children's learning, care and development. Key persons also plan activities that build on their children's learning and development. However every practitioner can input information into individual children's learning and development so as to build a complete picture of individual children.
- If a parent is unhappy they can contact any practitioner within the setting to air their views/complaints. If they feel that it is not appropriate to speak to anyone within the setting then they can contact the overseeing body for early years, Ofsted, by telephone 0300 123 1231 or by email to:- [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)
- The setting has a Complaints Policy and Procedure to follow in the event of a complaint and a copy of this can be found in the porch at pre-school. The setting has an open door policy which means that parents and visitors are free to visit the setting whenever they wish. If you are a visitor to the setting and not known by them, practitioners will ask for identification to ensure that the children and practitioners are kept safe and you will be asked to sign the visitors' book.
-

- Opportunities exist for discussion at drop off/pick up times when a child's key person is available to talk to.
- If you wish to speak to another specific practitioner and they are not available at that time then your child's key person will let you know when they are available.
- Appointments can be made to speak to specific practitioners if you wish to do this.
- Contact can be made with specific staff either by telephoning the setting and asking for them by name, by email using the address [enquiries@broughtonpreschool.co.uk](mailto:enquiries@broughtonpreschool.co.uk) and again identified them by name on the email, by their home-school diary if you wish to use this facility, by a note or letter left with a practitioner or posted to the setting.