**Policies and procedures tick sheet.**

As a parent or guardian please tick and sign to indicate you have read and agree with the following:

Admissions policy (p2) □

Behaviour policy (p4) □

Safeguarding policy (p6) □

Missing, lost or uncollected children (p8) □

Mobile phone and technology policy (p10) □

Health and safety policy (p12) □

Equal opportunities policy (p15) □

Confidentiality and data protection policy (p17)□

Purple Childcare ethos and routines (p18) □

British Values (p20) □

Prevent duty (p22) □

Complaints procedure (p24) □

Intimate care policy (p26) □

Parent involvement policy (p28) □

Special needs (P30) □

Child collection policy (p37) □

Name of parent/ Guardian \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signature of parent/ Guardian \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Name of child \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Admissions policy**

Allocation of children

We have three rooms; a baby room, toddler room and pre-school area. Children are allocated to rooms based on their age and developmental level. Our baby room has space for 9 children aged between 9 months and 2 years Similarly the toddler room is equipped for 10 children aged up to three years and the pre-school space is able to accommodate 21 children aged up to five. We may find however, that some children may be ready to move to the toddler room before reaching their second birthday or may be ready to move to the pre-school area before their third birthday. Alternatively, some children may benefit from spending more time in the baby or toddler room. The decision about where to place a child or to move rooms will be made with the parents and child’s key worker or a senior nursery worker.

Settling in procedures

We recommend a minimum of two settling in periods. These should last at least one hour each and a parent or carer should be present. Some children may require a longer transition time or more settling in sessions; these can be arranged at the request of parents. We do charge for settling in periods and these can be added on to your initial bill.

Opening times

We are open 7.30am – 6.00pm 50 weeks of the year and are closed for bank holidays along with one week over the Christmas period. We do not offer term-time only places except by special agreement with parents.

Fees

Fees are invoiced on a monthly basis in advance of the month and should be paid within seven days of receipt of the invoice, prior to the first of the month. Payment can be made by cash/ cheque or bank transfer. Cheques should be made payable to Purple Childcare Bristol. One reminder for payment will be issued and any subsequent late payment will be met with an additional charge of 5% of the bill for each subsequent reminder until fees or an agreement is made to settle any outstanding amounts. We reserve the rights to ultimately refuse admissions if fees remain unpaid. If your child is ill or absent no refund can be made. In extreme circumstances a debt collection agency may be used to recover unpaid fees.

Government funding

We accept government funded places for two, three and four year olds. Government funding for three year olds becomes available from the term after your child turns three. This may be taken for 15 hours per week 38 weeks of the year or 12 hours per week 48 weeks of the year. If you choose to take the 15 hour option you will need to pay for your sessions for the extra 12 weeks of the year not covered by government funding. Government funding does not cover meals and these are charged at £1.50 per meal (breakfast and snacks are offered free of charge)

Notice of Leaving / Changing Sessions

Once you have signed to accept these Terms and Conditions, one month's written notice is required to change or cancel sessions and you will be liable for the month's fees should you remove your child mid-month or not use your allotted sessions. Notice must be given by the beginning of the month preceding the change to sessions i.e. if you wish to make a change to sessions in the middle of March, notice must be given before the 1st February.

**Behaviour policy**

At Purple Childcare, we promote positive behaviour and endeavour to create an atmosphere that encourages this. We believe children flourish when they are respected through interaction with caring adults who respect and value their individual personalities.

Aims

* To develop within each child an appreciation of others and their feelings;
* To increase positive behaviours in children;
* To encourage each child’s ability to socialise and get along with others;
* To develop each child’s understanding of their feelings and the feelings of others;
* To reinforce the positive and discourage negative behaviour.

We achieve this by :-

* **Praise and encouragement** – we praise and encourage positive behaviours and traits such as tolerance, kindness, helping others, concentration, persistence and self-reflection;
* **Reasoning**- We discuss with children why they should do things or not do things and teach them alternative positive ways of dealing with behaviour;
* **Phrasing** – we endeavour to phrase directions in a clear positive manner;
* **Layout**- in our setting we layout a range of choices and equipment with enough space around each activity. We provide activities that require co-operation and promote turn taking, sharing and compromise;
* **Rules** – Are explained to the children in a way they can understand;
* **Having high staff expectations**- staff are trained to listen and value what children have to say;
* **Consistency**- children are given clear consistent explanations of the limits required in the setting;
* **Modelling** – staff model positive behaviour in the setting;
* **Teaching**- by modelling and direct teaching children learn to communicate and manage their own behaviours better.

We value all parent input at Purple Childcare and strive to have a consistent approach between home and childcare settings.

In the case of persistent challenging behaviour we will consult with parents/guardians in an attempt to find possible causes and solution strategies. Both Felicity Shapter and Hannah Ross are qualified behavioural analysts and can carry out a functional analysis and behaviour plan to help address issues.

At Purple Childcare, no child or employee will ever witness or be subjected to or threatened by any corporal punishment or humiliating practices.

Physical intervention is taken if a child’s behaviour is putting themselves or others at a risk of harm. In these cases the following protocol is followed (unless taking the time to do so puts any child at risk of harm)

1. The child is asked to stop what they are doing;
2. The child is warned, in language they will understand, that an adult will need to physically intervene if they do not stop;
3. The adult physically intervenes in the least intrusive way possible;
4. The adult remains with the child until they are safely able to be left alone;
5. The child is debriefed in a way they are able to understand (This may be as simple as reminding the child ‘no hitting’ or for older children may involve a discussion of what they could do instead next time they feel angry;
6. A record is kept of all physical intervention.

**Safeguarding policy**

Introduction

At Purple Childcare we believe the health, safety and welfare of all our children is paramount.

All children have the right to protection regardless of gender, age, race, culture, background or disability. We promote equality and diversity; this policy is in line with the Bristol safeguarding children’s board and procedures outlined in the ‘Child Protection and Safeguarding Procedure and Guidance for Independent Day care Providers’. The most recent version of this booklet can always be found on the Bristol city council website: <http://www.bristol.gov.uk/sites/default/files/documents/children_and_young_people/early_education_and_childcare/BD1133-child%20protection%20reduce_0.pdf>

Our aims are

* To provide a safe positive environment for children to learn in;
* To establish what actions Purple Childcare can take to ensure all children remain safe at home as well as at the nursery;
* To ensure effective communication between all staff, parents and professionals on child protection issues;
* To raise awareness and levels of knowledge of all staff on safeguarding issues;
* To identify children who are suffering from safeguarding issues;
* To set down the procedures for those who encounter any safeguarding issue;
* To deal with any complaints or allegations effectively, timely and correctly.

When to be concerned

Staff should be concerned about a child/ young person if he or she

* Has any injury which is not typical of the bumps and marks associated with normal childhood injuries;
* Unexplained injuries;
* Frequent injuries;
* Confusing or conflicting explanations of injuries;
* If a child exhibits changes in behaviour/ attitude or performance;
* If a child discloses an experience in which he or she may have been harmed or witnessed another being harmed;
* Gives any other indication that he/she may be suffering from harm.

Nursery procedures

* Staff working in the nursery have a duty of care towards the children attending and brings with it the responsibility to ensure that all efforts are made to safeguard children from suspected and actual harm. Children attending the nursery have a right to feel safe and staff, in partnership with parents/carers, have a responsibility to act on any concerns they may have regarding a child’s welfare and well-being;
* All adults in employment of Purple Childcare Bristol Ltd will have a current DBS certificate. People without DBS checks will never be left unsupervised with the children;
* All adults who have access to Purple Childcare Bristol Ltd during operating hours will have a current DBS certificate;
* All visitors will sign in and be accompanied by a member of staff at all times;
* All staff are to receive child protection training and have regular access to literature on child protection issues;
* Any member of staff (including volunteers and students) is responsible for reporting any and all concerns to the safeguarding officer, and to note down any concerns, marks or comments in the accident and incident book. In the case of concerns about a colleague staff should refer to the whistle blowing policy;
* If there are any concerns over a child’s welfare Purple Childcare Bristol Ltd will firstly share these concerns with the parents of the child (unless doing so puts the child at risk). Next we will use the council services to support the child and the family. Further possible actions are to call first response, a phone line anyone can ring if they are concerned about a child or young person or if they think they need support: 01179036444 or speak to the children’s care, social work assessment teams: 01179038700;
* Parents will normally be informed of any referral unless there is risk to the child in doing so or risk to any staff.

**Missing, lost or uncollected children**

Missing or lost children

In the unlikely event of a child going missing from the premises or under the care of Purple Childcare the procedure is to -

* Notify key person. Staff then alert Felicity Shapter or Hannah Ross, the setting Managers, or another suitably qualified member of staff (e.g. Jo Newman, Deputy Manager);
* A thorough search of the building and garden or surrounding area will be carried out;
* Doors and gates are checked to see if there has been a breach of security whereby a child could wander out;
* A suitably qualified member of staff will talk to the staff to find out when and where the child was last seen and record this;
* A register will be taken to make sure no other child has also gone astray;
* Staff will ensure the safety of the other children, with regard to supervision and security, whilst the search is taking place;
* CCTV camera footage will be checked for sightings of the child;
* If the child cannot be found within ten minutes the parents and the police will be informed;
* Staff will continue the search, widening the area until the police arrive.

Missing or lost children while on an outing

* One staff member to look for the child;
* All remaining children to gather with remaining staff members in a safe area (e.g. enclosed park space). A register of children will be taken to ensure no other children have gone astray;
* Staff to alert setting manager or acting manager using the nursery mobile;
* If the child is not found within five minutes a staff member from the nursery is to travel to the scene to assist with returning the other children to the nursery;
* The staff member searching for the child is to check local areas including asking local shops for CCTV footage;
* If the child cannot be found within 10 minutes parents and the police are to be informed;
* Staff will continue the search, widening the area until police arrive.

Uncollected children

Children are to be picked up from the nursery at an agreed time. If there is a delay in picking up your child please contact the nursery as soon as possible.

In the event that a child is not picked up at the agreed time by an authorised adult the following will take place:-

* After 10 minutes we will contact the parents and/ or try to speak to the second contact/emergency contact;
* If unsuccessful we will try and contact parents or any other contacts at 15 minute intervals;
* Your child will continue to be looked after by the Purple Childcare Bristol Ltd team including extra meals and activities;
* After a reasonable amount of time if there is no contact it is our responsibility to ring the first response team and if they are closed the police to inform them that your child has not been collected;
* Parents will be charged £5 for every 5 minutes they are late collecting their children. These fees will be used to pay the overtime fees of the staff member who has been caring for their child.

**Mobile phone and technology policy**

At purple childcare we believe the safety of children is paramount we take all steps to keep your children safe.

All staff are required to store their mobile phones away from children in the office. There is a work mobile (which has no camera) which can be used by any member of staff. This can be taken on outings.

Mobiles must never be used for taking photos of any children at any times, it is the responsibility of all staff members to be vigilant and report any concerns to Felicity Shapter, setting manager.

Photographs are taken as evidence of children's progress, parents can have a hard copy of the pictures of their child providing there are no other children in the background, unless the parents have agreed to pictures of their children being available to other parents.

All photos for evidence will be taken on the nursery camera, this could also include outings. Images taken on this camera must be deemed suitable without putting children/ the child in any compromising position that could cause embarrassment or distress.

The camera is kept hung up on the hooks in the play area of the setting. Images will be printed off for children's files and other images will be deleted unless permission for promotional use is given.

Social media

Social media is used at Purple Childcare to keep parents updated with upcoming events, new promotions and new equipment.

Only parents and Felicity Shapter or authorised personnel are allowed to post on the page.

Photos of children may be posted on the Facebook page only with permission from parents.

Personal use of social media by employees.

This policy cannot cover supporters of Purple Childcare but parents/ supporters are encouraged to follow the principles.

* Employees must remember that when using social media they are personally responsible and liable for what they post;
* Therefore misuse of social media or posting inappropriate or damaging content may be subject to disciplinary action including dismissal;
* Employees are asked not to post anything or act in such a way to bring damage to the reputation of Purple Childcare on the nursery page or their own personal page;
* As an employee you must not knowingly “follow” or “friend” or engage in any way using social media with any pupil at Purple Childcare while in your care or later unless they are a family relation or under your guardianship;
* Staff should not be “friends” with parents or “ex-parents” on social media unless a previous relationship is in place. In this case they are asked not to discuss Purple Childcare or work on social media;
* We encourage parents and employees to report any damaging or negative comments about Purple Childcare;
* Reports and comments of a positive nature are always welcome;
* Purple Childcare will remove anyone who does not adhere to this policy from its social media pages.

Failure to adhere to the contents of this policy will lead to disciplinary procedures being followed.

Data storage

Personal data on children and parents at Purple Childcare is confidential. Hard copies of information or photographs should remain on the Purple Childcare site. Cameras and iPads containing photos or videos of children should leave the site only when taken on nursery outings. In this case it is the responsibility of the outing leader to keep the camera on their person and return it at the end of the outing. Memory cards should be regularly wiped with any photos to be kept stored on computer or on a hard drive/ memory card which remains locked in the office.

**Health and safety policy**

At Purple Childcare we believe the health, safety and welfare of all our children is paramount.

Our aims are

* To provide a safe positive environment for children to learn in;
* To establish what actions Purple Childcare can take to ensure all children remain safe at home as well as at the nursery;
* To provide a clean safe play environment;
* To provide quality food;
* To ensure all staff are aware of health and safety concerns.

Play is not risk free but at Purple Childcare in look to minimise those risks by

* buying toys from recognised companies;
* ensuring the toy is suitable for the child’s age;
* by checking all toys for sharp or small parts;
* by cleaning toys regularly;
* providing a clean environment;
* Supervising children and having good ratios of staff.

The ratios for looking after children are:

* Babies (under 2 years old) 1 staff member to 3 babies, 1:3;
* Toddlers (2-3 years old) 1:4;
* Pre-schoolers (3- 5 years) 1:8;

Accidents and incidents

* In events where your child has an accident or incident while at Purple Childcare or in our care we will provide your child with first aid as appropriate. All staff members are trained in paediatric first aid;
* In the event of serious injury, the child will be taken to hospital and parents will be informed immediately. We will ask you to sign a permission form so we can get your child emergency treatment;
* In the event of any accident or injury parents will be asked to sign an accident/incident form. If a child comes to the nursery with an injury the parents will be asked to fill out and sign an incident form on reporting it to the staff;
* All of our staff are qualified first aiders and therefore can deal with minor injuries and record details of injuries including names of witness(es) on the accident form;
* Parents/guardians picking up their child will be asked to sign an accident form and in the event of a head/face injury will be given an advice sheet;
* When on outings staff will have a phone in case of emergency.

At Purple Childcare we provide a clean safe environment for your child. All practitioners are vigilant to potential hazards.

The Purple Childcare staff will be vigilant to potential threats to good hygiene. To this end, a generally clean environment will be maintained at all times.

Toilets are cleaned daily and regular checks ensure that there is always an adequate supply of soap and hand drying facilities for both Purple Childcare staff and children.

Purple Childcare staff will be mindful of the need to observe the highest standards of personal hygiene when administering any first-aid treatment. As such, they will wash their hands thoroughly both before and after giving first aid, and ensure that plasters or disposable gloves cover any cuts, wounds or skin damage.

Purple Childcare staff will ensure when assisting children with Intimate Care such as toileting that they wear appropriate personal protective equipment such as gloves and an apron and that they wash their hands thoroughly with soap afterwards. Purple Childcare staff will also ensure they comply with our intimate care and safeguarding policies and have read the risk assessments associated with this type of care. Disciplinary action may take place if these important policies are not followed.

## Kitchen Hygiene

All areas where food and drink are stored, prepared and eaten are prone to the spread of infections. Therefore, Purple Childcare staff must be particularly careful to observe high standards of hygiene in such instances:

* Purple Childcare staff will be trained in food hygiene;
* Waste will be disposed of safely and all bins will be kept covered;
* Food storage facilities will be regularly and thoroughly cleaned;
* Kitchen equipment will be thoroughly cleaned after every use;
* In cooking activities, all surfaces and equipment involved will be thoroughly cleaned before and after.

## Personal Hygiene

In all circumstances, Purple Childcare staff will adhere to and ensure that children carry out the same routines.

* Washing hands before and after handling food or drink, and after using the toilet;
* Covering cuts and abrasions while at the premises;
* Taking any other steps that are likely to minimise the spread of infections;
* Washing of hands prior to and following first aid.

## Dealing with Spillages

Spillages of substances likely to result in the spread of infections will be dealt with rapidly and carefully. Blood, vomit, urine and faeces will be cleaned up immediately and disposed of safely and hygienically by double bagging and taken out of the setting. Purple Childcare staff will wear disposable plastic gloves and an apron while using bleach or disinfectant solution, and wash themselves thoroughly afterwards. Children will be kept well clear while such substances are being dealt with.

Purple Childcare is committed to taking all practicable steps to prevent and control the spread of infectious germs, and to uphold high standards of personal hygiene in order to minimise the risk of catching or spreading infections.

Medicine

Please call to discuss administrating prescribed medicines. A suitably qualified member of staff will be responsible for giving medicines to your children. We are happy to give prescribed medication in accordance with the guidance of a doctor, if a permission slip has been signed and verbal confirmation has also been made on the day either in person or over the phone. You will have to sign a form at the end of the day to say which medicines have been given. You must provide the medication yourself and the bottle must be clearly labelled with the child’s name and prescription information.

In the case of non-prescribed medication exceptions may be made in certain circumstances (such as specific medical conditions e.g. a history of febrile seizures) and under guidance from the child’ GP.

In the case of giving antibiotics or any medication for the first time a child must stay at home for 24 hours after the first dose to check for allergic reaction.

A suitably qualified member of staff will be responsible for the storage of all medicine and ensuring the expiration dates. The storage of medication will be in a locked box.

If your child has a long-term medical condition please give as much information to the nursery as possible. All medicines must be in their original containers and have product instructions. We wish to accommodate your child as much as possible, please let us know in advance if your child takes medication which requires any training.

Animals

There are no animals kept at Purple Childcare. The garden front and back are checked for animal mess daily before the children go out.

For further information on health and safety please look at [www.rospa.com](http://www.rospa.com) or [www.hse.gov.uk](http://www.hse.gov.uk)

**Equal Opportunities Policy**

Aims

In our setting we aim to provide an environment free from discrimination, direct or indirect by education young children about other cultures, religion, race, genders, age and disability. We promote diversity and support children with English as an additional language. All children are welcome at Purple Childcare and we ensure that every child feels valued. We are committed to giving all of our children every opportunity to reach the highest standards and breaking down barriers to learning to include all children. Inclusive education is important as it allows children to develop a positive understanding of themselves and others. Children who attend classes that reflect similarities and differences learn to appreciate diversity and respect and grow understanding differing cultures and abilities.

We achieve this by:-

* Assessing children’s needs and learning styles;
* Overcoming potential barriers and having individual targets for children dependant on their needs;
* Having a non-gender stereotypical setting and promoting positive role models though sport, religion and local community;
* Practitioners treat every child in a positive manner and are good role models, treating all people in the community with respect;
* We value input from parents and guardians on culture, religion and family groups and include all of these things in our activities;
* We celebrate special occasions and events relevant to the children in our care;
* We teach children about the similarities between all of us such as feelings, routines, learning;
* We create an environment in which each child feels valued.

Practical things you may see in the setting are

* Particular objects which represent countries religion or special occasion;
* Writing from other countries;
* “all about me” information sheets;
* Toys which promote disability play such as small world disability figures or jigsaws with pictures of children with disabilities;
* Celebration of Paralympic sport;
* Promoting playing and working together;
* Promoting children’s successes though star charts and rewards;
* Videos of parents speaking in their child’s home language.

This policy adheres to the governments legislation of “every Child Matters” (2003) and is in line with guidance from the early years foundation stage statutory framework P26 3.66

Support for children with disabilities

Felicity Shapter (manger) and Hannah Ross (manager) are qualified behaviour analysts for children with learning difficulties and are excellently placed to help children overcome barriers to learning. At Purple Childcare we strive to do the best for all children and work collaboratively with parents and professionals to achieve the best outcomes for your child. We always seek permission before seeking advice from others or developing individual education plans for your child.

Challenging Prejudice

At Purple Childcare we challenge prejudicial attitudes or remarks. We have zero tolerance on racism, harassment, bullying or homophobia and will act swiftly to address any matters relating to this.

We enable children to feel supported in their beliefs, culture and family environments and promote positive attitudes to people who are different to them.

Play

Play has many benefits for children, research shows these benefits extend to families and the wider community, and also improves health and quality of life. Access to a good play environment gives children the opportunity to:

* increase their self-awareness, self esteem and self respect;
* improve and maintain their physical and mental health;
* give them the opportunity to mix with other children;
* allow them to increase their confidence through developing new skills;
* promote their imagination, independence and creativity;
* offer opportunities for children of all abilities and backgrounds to play together;
* provide opportunities for developing social skills and learning;
* build resilience through risk taking and challenge, problem solving, and dealing with new and novel situations;
* Provide opportunities to learn about their environment and the wider community.

Observation

Observation helps us inform our practice, by observing a child we can learn about their interests and motivations. This enables us to tailor the environment to them and extend their learning using things they find interesting. For example if a child enjoys cars we may make numbered cars to incorporate learning numbers, or if the child likes “angry birds” on the computer we may make our own “angry birds” to incorporate and inspire their sense of design and help their physical development (using scissors). Observation teaches us more about the child and their needs, enabling us to provide information to other professionals if necessary. It helps us plan activities and checks the activities planned are appropriate. It helps us to acknowledge problems and plan how to address them. Observation helps us make conclusions about the stage of development of the child and from knowing this we can plan our next steps.

**Confidentialityanddataprotection policy**

Confidentialityanddataprotectionareextremelyimportant*.* Allconfidentialinformation asettingholds about any ofits clients shouldbekeep between setting and client*,* unless there is breach of childsafety*.* Confidential Information means all information, written or oral, disclosed directly or indirectly by the disclosing party or by any of its representatives, through any means of communication, including by observation of the recipient. Information shall be kept securely in an office space away from children and other clients or people entering the house. Data held on account should be kept for 7 years, Information such as accidents and injury records are held until the 21st birthday of the child.

Formal confidential information which could be held in a child’s records are emergency contacts and GP’s details.

If data/information about a child needs are to be given to a third party or agent the parent’s permission needs to be secured. This is identified in section 17 of the children act 1989.

A suitably qualified member of staff, will speak to the parent/guardian about their home circumstances/ care arrangements. The purpose of this information will be to help the child in our care. Information may include details about new babies, separation of parents, bereavement etc. All of this information is confidential and therefore will be private between the settings and the individual client.

No information will be given away unless it is required by law, for example if there is a child protection issue.

Parents have the right to access any and all information held on their child at any time. Ofsted also can view my records at any time.

Other occasions people may see information are when notifying Ofsted of any serious accidents, illnesses or injuries or the death of any child whilst in my care and any action I may have taken within 14 days of an incident occurring.

When keeping records on computer one must ask the parent’s permission. This information will be kept securely i.e in a password protected file. Backup files held on a memory stick or other device will be locked away when not being used.

**Purple Childcare ethos and routines**

At our setting we aim to work in partnership with parents and carers of children in our care. To us this means having open and honest communication between parents and practitioners.

Parents provide children with their first learning experiences; they help and support their children to meet their milestones such as sitting, walking etc. As children spend more time out of their home we wish parents to still have a positive influence on their children's' education. This could be from things such as keeping a good sleep routine at home and sharing information on toilet training with childcare providers. Every child is an individual and all sides of the partnership can contribute to the child's learning and development. We ask parents to come in for settling in sessions with their children, this helps them feel happy in their new environment but also enables us to learn about your child from you. We have daily hand over sessions between parents/ carers and practitioners as well as communication books for more sensitive information. Parents are always welcome to book a meeting if they have any concerns. Parents can use the notice board to see the activities children are doing on different days and we will send home photos of your child enjoying activities where possible. We invite parents to share information about their home and culture that might be useful in supporting their children's learning and development.

Sharing information

At our setting we share information through a key person. This means parents/carers can always speak to the same person about problems/issues they may have. We have strict guidelines about confidential information for staff to follow which can be seen in our policies. If parents have specific needs, disability, sensory impairment or any other we will work with the parents to communicate in a way which is effective for them.

When working with other professionals good partnership is essential as both parties input is vital and it may not be possible for all concerned to be in the same place at the same.

We wish to get to know your child and any information you can give us will help us to do this and will help us to improve their learning experience.

Children's routines

We have flexible routines for the children to enable them to feel secure and learn. Routines vary as children grow from babies to toddlers and pre-schoolers.

Whilst breakfast, lunch and dinner are offered at the same time each day the routine is deliberately loose to enable flexibility for the children. During free play there are a variety of toys and activities on offer. During activity times children can choose whether they wish to participate in the activity or engage in an activity of their own choosing. Activities are chosen around the EYFS and the children's interests in order to make them engaging and interesting and encourage children to participate.

Different activities will be offered to different age groups to encourage their development at different stages.

The daily routine is flexible and can be adapted to suit different children's needs. For example, many children will require a nap time at one or more points in the day. Some children may require an extra snack and some may need more structure during the free play sessions.

Settling the children

To help children feel settled in the nursery we ask that they attend a minimum of twice a week. This helps them to feel settled within the nursery. We have settling in sessions which are run prior to the children attending. We ask the parents to come in with the child for a short play session to help us get to know the child and possibly leave them for a short time to see if they will feel happy. This is normally 15 minutes to start with extending to one hour if appropriate. We can have as many or as few sessions as we find applicable. Every child is welcome at Purple Childcare and we ask for information from parents about their cultural background so we can include items in the nursery that the children may see at home. This helps the children to feel valued and comfortable as well as teaching others.

**How we promote British Values.**

The ethos encompassed by British Values is embedded into the way we interact with and teach children at Purple Childcare. This is divided into five categories:

1. Democracy

* Children are treated with dignity and respect;
* Their views are requested and considered;
* They are given choices about where they want to be and what they want to do;
* Children are consulted about new resources;
* Free speech is valued and encouraged;
* We ensure children’s voices are heard; when a child says ‘no’ we reflect on what we are asking them to do.

2. Rule of Law (see behaviour policy)

* Children are taught about right and wrong and contribute to their own behaviour goals;
* All children are encouraged to reflect on their own behaviours;
* Children learn about law in the wider world through themes such as community helpers.

3. Individual liberty and personal responsibility

* Children are encouraged to understand rules and their own safety;
* All children are helped to support younger children;
* Successes are celebrated; children are encouraged to celebrate their own successes and those of others;
* Responsibilities are shared; children are encouraged to help with taking care of resources and keeping the environment safe and clean;
* Independence in all areas is promoted.

4. Mutual respect

* Empathy and understanding is encouraged through role play and conversations;
* Sharing and turn taking is modelled and promoted by all staff ;
* Children are chosen to act as positive role models;
* Positive images and stories about disability and diversity are displayed and available throughout the nursery;
* Children are spoken to respectfully;
* Very close partnerships with parents are maintained through regular contact both verbal and written;
* British festivals are celebrated and enjoyed.

5. Tolerance of other cultures, faiths and beliefs

* Special days of different cultures are celebrated and explored;
* Children learn about their local world and the wider world through books, multicultural resources, displays and themes;
* Links with the local community are maintained through walks to shops, parks, woods and outings to local places.

**Prevent Duty Policy**

This policy is prepared using the following publications

DFE “The Prevent duty. Departmental advice for schools and childcare providers. June 2015” DFE “Keeping children safe in schools July 2015” HM Gov. channel Guidance- Preventing vulnerable people from being drawn into terrorism. 2015

Policy Statement

From 1 July 2015 all schools, registered early years childcare providers and registered later years childcare providers (referred to in this advice as ‘childcare providers’) are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015, in the exercise of their functions, to have “due regard to the need to prevent people from being drawn into terrorism”. This duty is known as the Prevent duty. It applies to a wide range of public-facing bodies.

What is Radicalisation?

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. Protecting children from the risk of radicalisation is seen as part of Purple Childcare’s wider safeguarding duties, and is similar in nature to protecting children from other forms of harm and abuse. During the process of radicalisation, it is possible to intervene to prevent vulnerable people being radicalised. There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and settings. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer. The internet and the use of social media in particular has become a major factor in the radicalisation of young people.

What is Extremism

Extremism is vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.

Constant practice and Procedure

At Purple Childcare it is essential that staff are able to identify children who may be vulnerable to radicalisation, and know what to do when they are identified. Protecting children from the risk of radicalisation should be seen as part of childcare providers’ wider safeguarding duties, and is similar in nature to protecting children from other harms (e.g. drugs, gangs, neglect, sexual exploitation), whether these come from within their family or are the product of outside influences.

We can also build children’s’ resilience to radicalisation by promoting fundamental British values and enabling them to challenge extremist views (please see the Purple Childcare British values policy)

Risk assessment

All the nursery staff are expected to assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. This means being able to demonstrate both a general understanding of the risks affecting children and young people in the area and a specific understanding of how to identify individual children who may be at risk of radicalisation and what to do to support them.

As with managing other safeguarding risks, staff should be alert to changes in children’s behaviour which could indicate that they may be in need of help or protection. Staff should use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately.

Procedure for reporting concerns

If a member of staff in nursery has a concern about a particular pupil they should follow the nursery’s normal safeguarding procedures, including discussing with the nursery’s designated safeguarding lead, who will, where deemed necessary, with children’s social care.

You can also contact your local police force or dial 101 (the non-emergency number). They can talk to you in confidence about your concerns and help you gain access to support and advice. Also, they can advise if this would be a case for Channel. The Department for Education has dedicated a telephone helpline (020 7340 7264) to enable staff and governors to raise concerns relating to extremism directly. Concerns can also be raised by email to counter.extremism@education.gsi.gov.uk.

Channel

Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for childcare providers to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual’s engagement with the programme is entirely voluntary at all stages. Section 36 of the CTSA 2015 places a duty on local authorities to ensure Channel panels are in place. The panel must be chaired by the local authority and include the police for the relevant local authority area. Following a referral, the panel will assess the extent to which identified individuals are vulnerable to being drawn into terrorism, and, where considered appropriate and necessary consent is obtained, arrange for support to be provided to those individuals. Channel is available at: <https://www.gov.uk/government/publications/channel-guidance>

**Complaints policy and procedure**

Policy in summary:

Stage 1: Parent to speak to the relevant staff member or manager about their concern Stage 2: Parent to put their concerns in writing, and deliver to the manager or office in an envelope marked ‘confidential’ Stage 3: Parent to request a meeting with the nursery manager. Stage 4: Parent to request a meeting with the manager to include an external mediator from the local authority Stage 5: Parent to contact Ofsted

***NB if the concern/ complaint represents a safeguarding concern then the complainant should speak to the manager immediately and refer to the safeguarding policy.***

Statement of intent  
Purple Childcare Bristol believes that children and parents are entitled to expect courtesy and attention to their needs and wishes. We welcome suggestions on how to improve our nursery and will give prompt and serious attention to any concerns raised about the running and practices of the nursery. We anticipate that most concerns will be resolved quickly by an informal approach to the appropriate member of staff. If this does not achieve the desired result, we have a set of procedures for dealing with concerns.  
  
Aim  
We will bring all concerns about the running of our nursery to a satisfactory conclusion, therefore an account will be given to the parents of the findings of any investigation carried out and any action taken, within 28 days of the date the complaint being received.   
   
Methods  
To achieve this, we operate the following procedure: -  
  
How to raise a concern  
**Stage 1**Any parent who wishes to raise a concern about an aspect of the nursery's provision should talk with a member of staff or the nursery manager. A verbal acknowledgement will be made as soon as possible and an attempt will be made to resolve the matter internally.   
  
**Stage 2**  
If this does not have a satisfactory outcome, or if the concern recurs, the parent moves to Stage 2 of the procedure by putting the concern in writing to the nursery manager. This should be placed in an envelope and marked ‘Confidential’ and handed into the office or to the manager directly. The parent will receive a written response to their complaint and both complaint and response will be stored in the Purple Childcare Bristol complaints file.   
  
Most complaints should be able to be resolved informally at Stage 1 or at Stage 2.  
  
**Stage 3**If a satisfactory outcome is not achieved after completing the actions in stage 1 and 2 then the parent should request a meeting with the nursery manager. Both the parent and the manager have the right to have an appropriate person present if required e.g. another member of senior staff unrelated to the complaint or, in the case of the parent, a partner or friend. An agreed written record of the discussion is made including any actions arising. All of the parties present at the meeting sign the record and receive a copy. This signed record signifies that the procedure has concluded.

**Stage 4**  
If at the Stage 3 meeting the parent and nursery cannot reach agreement, an external mediator is invited to help to settle the complaint. This person should be acceptable to both parties, listen to both sides and offer advice.  A mediator has no legal powers but can help to define the problem, review the action so far and suggest further ways in which it might be resolved.  
  
Staff or volunteers within the Early Years and Childcare Service are appropriate persons to be invited to act as mediators. The mediator keeps all discussion confidential. S/he can hold separate meetings with the nursery personnel (nursery manager and chair of the management committee) and the parent, if this is decided to be helpful. The mediator keeps an agreed written record of any meetings that are held and of any advice s/he gives.  
 When the mediator has concluded her/his investigations, a final meeting between the parent, the nursery manager and the chair of the management committee is held. The purpose of this meeting is to reach a decision on the action to be taken to deal with the concern. The mediator's advice is used to reach this conclusion. The mediator is present at the meeting if all parties think this will help a decision to be reached.    
  
A record of this meeting, including the decision and the action to be taken, is made.  Everyone present at the meeting signs the record and receives a copy.  This signed record signifies that the procedure has concluded.

The role of the Office for Standards in Education, Early Years Directorate (Ofsted) and the Area Child Protection Committee**.**

Parents may approach Ofsted directly at any stage when raising a concern. In addition, where there seems to be a possible breach of our registration requirements, it is essential to involve Ofsted as the registering and inspection body with a duty to ensure the Early Years Statutory Framework is adhered to.

Ofsted contact details:  
Phone:0300 1231231  
E-mail: enquries@ofsted.gov.uk  
Web: www.ofsted.gov.uk  
These details are displayed on our nursery's notice board.  
  
If a child appears to be at risk, our nursery follows the procedures of the Local Safeguarding Children Boards Designated Officer. In these cases, both the parent and nursery are informed and the nursery manager and or committee member works with Ofsted or the Local Safe Guarding Children Boards Designated Officer to ensure a proper investigation of the concern raised is followed by appropriate action.  
  
**Records**A record of concerns raised about our nursery and/or the children and/or the adults working in our nursery is kept, including the date, the circumstances of the concern and how the concern was managed.

**Intimate care policy**

As a childcare facility most children in our care will require intimate care at some point.

Purple Childcare are committed to providing intimate care which:

* maintains the dignity of the individual child;
* is sensitive to their needs and preferences;
* maximises safety and comfort;
* protects against intrusion and abuse;
* encourages the child to care for themselves as much as they are able and protect the rights of everyone involved.

The diversity of individuals and communities is valued and respected. No child or family is discriminated against. This document should also be considered as forming the policy and associated guidance towards supporting children and young people who require reasonable adjustments to be made in arrangements for personal care under the relevant legislation, e.g. Early Years Foundation Stage (2012), Equality Act (2010) and statutory guidance, e.g. SEN Code of Practice (2001).

Definition

Intimate personal care includes hands-on physical care in personal hygiene, and physical presence or observation during such activities. Intimate personal care tasks can include:

* body bathing other than to arms, face and legs below the knee;
* toileting, wiping and care in the genital and anal areas.  dressing and undressing;
* application of medical treatment, other than to arms, face and legs below the knee.

Section 23 in the DSCF Guidance ‘Guidance for Safer Working Practice for Adults working with Children and Young People in Education settings’ (March 2009) states that staff should:

* always inform other colleagues and/or parents/carers about the contact(s) beforehand, assessing the need to have them present or close by and

Section 20:

* make other staff aware of the task being undertaken.

It is essential that the adult who is going to change the child informs another member of staff that they are going to do this. There is no written legal requirement that two adults must be present. However, the door to the bathroom should be left open to reinforce the culture of transparency.

Hygiene

* hot water and soap should be available to wash hands as soon as changing is done;
* paper towels to be available to dry hands;
* Babies should be lifted onto changing mats to be changed. Appropriate changing mats with a maximum load suitable for the child should be used;
* The changing/ toileting facility should be clean and tidy at all times;
* Gloves, aprons, nappy sacks and wipes should be available at all times along with an appropriate bin for storage of soiled nappies (this will be in the form of a nappy bin in the bathroom which is emptied at least once daily, more as necessary);
* When emptying nappy bins staff are to double bag the waste and carry it to the outside bin by the most direct route ensuring they do not pass any food or food preparation areas. The waste should be disposed of in a bin outside in the bin storage shed;
* In the case of changing on outings a portable changing mat should be used and gloves, aprons, nappy sacks and wipes should be taken. Nappies should be bagged (double bagged if soiled) and disposed of in a pubic bin where possible or taken back to the nursery.

Progression

At Purple Childcare we encourage children to be as independent as possible in the toileting process. We achieve this by:

* Communicating regularly with parents about their child’s current stage of development and any personal routines or strategies which might help their child;
* Encouraging children to follow the whole toilet routine including flushing and washing their hands on their own as much as they are able;
* Using play and stories to discuss toileting procedure;
* Having potties and child sized toilets to allow children to use toilets safely without help;
* Educating children about the need for good hygiene practises.

Recording

Any instances of intimate care are recorded, dated and signed by the staff member involved

**Parent involvement policy**

At Purple Childcare we aim to involve parents in their child’s learning and experiences as much as possible. We achieve this by:

* Conducting a verbal handover with parents at the beginning. This time can be used to share achievements and concerns as well as communicating what the child has enjoyed and taken part in along with useful teaching strategies both at home and at nursery. Where possible this handover will be conducted by the child’s key person;
* Using communication books to share more detailed information between nursery and home;
* Allowing parents to view their child’s progress file at any point;
* Sending creations, pictures and work done by children home with parents;
* Taking regular photos (with parental permission) which may be shared with parents and/ or shared on our website/ Facebook page (again only wit parental permission);
* Welcoming regular parent feedback;
* Taking photos of children (with parental permission), enjoying activities throughout the day, which can be shared with parents and/ or shared on our website or Facebook page (again only with parental permission);
* Parents have the option to book a meeting with either their child’s key person, room leader or the setting deputy or manager should they wish to discuss concerns, progress or strategies to assist with learning.

English as an additional language

In the case of children who speak languages other than English at home we may find it useful to have more frequent contact with parents. In these cases we may ask:

* To take recordings or videos of parents speaking key words in the child’s home/ additional language;
* To be taught key words in the child’s home/ additional language in order to share these with the child and other children in the setting;
* For the parent to bring in key items or photos of key items from home;
* For the parent to help us to conduct assessments on the child’s language abilities in their home language.

Additional needs

In the case of children with additional needs we may find it useful to have more frequent contact with parents. In these cases we may ask:

* For parents to share more detailed examples of their child’s skills, abilities and challenges at home;
* For parents to contribute to individual targets for their child;
* For the parent to contribute to successful strategies which work for their child;
* To conduct a home visit to assess the child’ skills, abilities and challenges at home;
* To attend meetings which may include other professionals (e.g. speech and language therapist, social worker etc) to plan for the child’s progression.

**Special Educational Needs**

This policy represents the agreed principles for Special Educational Needs throughout the Nursery. All Nursery staff, representing Purple Childcare Bristol Ltd have agreed this policy.

Definition of Special Educational Needs (SEN)

“Children have a Special Educational Need if they have a learning difficulty which calls for Special Educational provision to be made for them”. As defined by the Code of Practice 2014 for those who have Special Educational Needs and disabled children.

Introduction   
This policy is in line with the Code of Practice 2014 and Equality Act 2010.  
The Special Needs Coordinators (SENCO) is Jenny Underwood and one of the supervisors is Katy Atkins a Nursery Assistant.

The building is accessible for wheelchair users.

At Purple Childcare Bristol we strive to provide a broad and balanced curriculum for all children for them to become confident young children with a growing ability to communicate their own views and ready to make the transition into compulsory education.

The Early Years Foundation Stage is our starting point for planning that meets the specific needs of individuals and groups of children. When planning, staff set suitable learning challenges and respond to children’s diverse learning needs. Some children have barriers to learning that mean they have special needs and require particular action by the nursery.

Where a child appears to be behind expected levels, or where a child’s progress gives cause for concern, practitioners should consider all the information about the child’s learning and development from within and beyond the setting, from formal checks, from practitioner observations and from any more detailed assessment of the child’s needs. From within the setting practitioners should particularly consider information on a child’s progress in communication and language, physical development and personal, social and emotional development. Where any specialist advice has been sought from beyond the setting, this should also inform decisions about whether or not a child has SEN. All the information should be brought together with the observations of parents and considered with them.

A delay in learning and development in the early years may or may not indicate that a child has SEN, that is, that they have a learning difficulty or disability that calls for special educational provision. Equally, difficult or withdrawn behaviour does not necessarily mean that a child has SEN. However, where there are concerns, there should be an assessment to determine whether there are any causal factors such as an underlying learning or communication difficulty. If it is thought housing, family or other domestic circumstances 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.

Children may have Special Educational Needs either throughout or at any time during their nursery development. This policy ensures that curriculum planning and assessment for children with Special Educational Needs takes account of the type and extent of the difficulty experienced by the child.

Aims and objectives

The aims of this policy are:

* to create an environment that meets the Special Educational Needs of each child;
* to ensure that the Special Educational Needs of children are identified, assessed and provided for;
* to make clear the expectations of all partners in the process;
* to identify the roles and responsibilities of staff in providing for children’s Special Educational Needs;
* to enable all children to have full access to all elements of the nursery’s curriculum;
* to ensure that parents are able to play their part in supporting their child’s education;
* to ensure that our children have a voice in this process.

Educational Inclusion

At Purple Childcare Bristol we have high expectations of all our children and aim to offer excellence and choice, whatever their ability or needs. We. We aim to achieve this through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our nursery community. Through appropriate curricular provision, we respect the fact that children:

* have different educational and behavioural needs and aspirations;
* require different strategies for learning;
* acquire, assimilate and communicate information at different rates;
* need a range of different teaching approaches and experiences.

Identifying and assessing SEN for young children whose first language is not English requires particular care. Early years practitioners should 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 SEN or disability. Difficulties related solely to learning English as an additional language are not SEN.

Staff respond to children’s needs by:

* providing support for children who need help with communication, language and literacy;
* planning to develop children’s understanding through the use of all available senses and experiences;
* planning for children’s full participation in learning, and in physical and practical activities;
* helping children to manage their behaviour and to take part in learning effectively and safely;
* helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning.
* It is particularly important in the early years that there is no delay in making any necessary special educational provision. Delay at this stage can give rise to learning difficulty and subsequently to loss of self-esteem, frustration in learning and to behaviour difficulties. Early action to address identified needs is critical to the future progress and improved outcomes that are essential in helping the child to prepare for adult life.

Special Educational Needs

Children with Special Educational Needs have learning difficulties that call for special provision to be made. All children may have special needs at some time in their lives. Children have a learning difficulty if:

* they have significantly greater difficulty in learning than the majority of children of the same age;
* they have a disability which prevents or hinders them from making use of the educational facilities that are provided for children of the same age.

All our children are assessed when they join our nursery, so that we can build upon their prior learning. We use this information to provide starting points for the development of an appropriate curriculum for all our children.

If our assessments show that a child may have a learning difficulty, we use a range of strategies that make full use of all available resources. In liaison with the Special Educational Needs Co-ordinator (SENCo), the child’s Key person will offer interventions that are ‘different from’ or ‘additional to’ those provided as part of the nursery’s usual working practices. The Key person will keep parents informed and draw upon them for additional information. If the SENCo, Key person and parents feel that the child would benefit from further support, the SENCo will then take the lead in further assessments of the child’s needs. The Individual Assessment of Early Learning and Development (IAELD) is designed to be completed if practitioners are concerned about a child’s rate of progress compared with their peers, or when some of their skills appear to be delayed. The IAELD assesses a child’s skills within the setting in collaboration with parents or carers.

We will record the strategies used to support the child within an Individual Education Plan (IEP). The IEP will show the short-term targets set for the child and the teaching strategies to be used. It will also indicate the planned outcomes and the date for the plan to be reviewed. In most cases, this review will take place once a term.  Parents will be involved in the writing and review of each IEP.

If the IEP review identifies that support is needed from outside services, we will consult parents prior to any support being actioned. In most cases, children will be seen in the nursery by external support services. This may lead to ‘additional’ or ‘different’ strategies and external support outside of the nursery. External support services will provide information for the child’s new IEP. The new strategies within the IEP will, wherever possible, be implemented in the child’s nursery setting.

If the child continues to demonstrate significant cause for concern, a request for statutory assessment will be made to the LEA. The SENCo will start the procedures. A range of written evidence about the child will support the request.

Some children at Purple Childcare may have significant behaviour problems. Staff use a range of strategies for dealing with difficult behaviour, but some children may require further support. In these cases the SENCo, Key person, outside agencies and parents will create a Nurture Plan, clearly outlining key targets for the child to work towards achieving, as well as the strategies and support being offered to the child. At this point advice would also be sought from external support services. Nurture Plans are reviewed.

Early Support

Early Support supports parents and carers of children aged five and under. It brings together all the services and support available from different agencies. This makes it easier for families to co-ordinate their child's health, education and social care needs.

Some families will have a key worker who provides advice and support and can help negotiate the system. A key worker may be needed more at some times than at others. Families can decide what works best for them.

Early Support has developed a wide range of resources, training courses and workshops. They include:

* A Family Pack containing information booklets about services and the Family File for sharing information with service providers easily;
* materials and resources to record your child's development;
* information booklets on a range of disabilities and conditions;
* A range of training courses developed for families and carers to help them use the resources and services offered by Early Support.

Education Health and Care Plans (EHC)

Where, despite the setting having taken relevant and purposeful action to identify, assess and meet the special educational needs of the child, the child has not made expected progress, the setting should consider requesting an Education, Health and Care needs assessment  
Where a child has an EHC plan, the local authority **must** review that plan as a minimum every twelve months. As part of the review, the local authority can ask settings, and require maintained nursery schools, to convene and hold the annual review meeting on its behalf.  
The purpose of an EHC plan is to make special educational provision to meet the special educational needs of the child or young person, to secure the best possible outcomes for them across education, health and social care and, as they get older, prepare them for adulthood. To achieve this, local authorities use the information from the assessment to:

* establish and record the views, interests and aspirations of the parents and child or young person;
* provide a full description of the child or young person’s special educational needs and any health and social care needs;
* establish outcomes across education, health and social care based on the child or young person’s needs and aspirations;
* specify the provision required and how education, health and care services will work together to meet the child or young person’s needs and support the achievement of the agreed outcomes.

Common Assessment Framework (CAF)

The CAF is a shared assessment and planning framework for the use across all children’s services and all local areas in England. It aims to help the early identification of children and young people’s additional needs and promote co-ordinated service provision to meet them. The CAF is aimed at children and young people with additional needs who have needs that are not being met by their current service provision.

Purple Childcare the SENCO and Assistant SENCo:

* manage the day-to-day operation of the policy;
* co-ordinate the provision for and manages the responses to children’s special needs;
* support and advise colleagues;
* oversee the records of all children with Special Educational Needs;
* act as the link with parents;
* act as link with external agencies and other support agencies;
* monitor and evaluate the Special Educational Needs provision.
* manage a range of resources, human and material, to enable appropriate provision for children with Special Educational Needs;
* contribute to the professional development of all staff.

Local Offer

Local authorities (Bristol) **must** publish a Local Offer, setting out in one place information about provision they expect to be available across education, health and social care for children and young people in their area who have SEN or are disabled, including those who do not have Education, Health and Care (EHC) plans. In setting out what they ‘expect to be available’, local authorities should include provision which they believe will actually be available.   
The Local Offer has two key purposes:

* To provide clear, comprehensive, accessible and up-to-date information about the available provision and how to access it, and
* To make provision more responsive to local needs and aspirations by directly involving disabled children and those with SEN and their parents, and disabled young people and those with SEN, and service providers in its development and review.

Allocation of resources

The SENCO is responsible for the operational management of the specified and agreed resourcing for special needs provision within the nursery, including the provision for children with additional needs. We may apply with parental permission for Exceptional Needs Funding through Herts County Council.

Assessment

Early identification is vital. Nursery staff inform the parents at the earliest opportunity to alert them to concerns and enlist their active help and participation.

The staff and the SENCO assess and monitor the children’s progress in line with existing nursery practices. This is an ongoing process.

The SENCO works closely with parents and Key person to plan an appropriate programme of support.

The assessment of children reflects as far as possible their participation in the whole curriculum of the Nursery. The Key person and the SENCO can break down the assessment into smaller steps in order to aid progress and provide detailed and accurate indicators.

Access to the curriculum

All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable children to:

* understand the relevance and purpose of learning activities;
* experience levels of understanding and rates of progress that bring feelings of success and achievement.

Staff use a range of strategies to meet children’s Special Educational Needs. Learning and activities have clear learning objectives, we differentiate work appropriately, and we use assessment to inform the next stage of learning.

Individual Education Plans (IEPs), which employ a small-steps approach, feature significantly in the provision that we make in the nursery. By breaking down the existing levels of attainment into finely graded steps and targets, we ensure that children experience success.

We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible we do not withdraw children from the nursery situation. There are times, though, when to maximise learning, we ask the children to work in small groups, or in a one-to-one situation outside the main learning environment.

Partnership with parents

At Purple Childcare we work closely with parents in the support of those children with Special Educational Needs. We encourage an active partnership through an ongoing dialogue with parents. Parents have much to contribute to our support for children with Special Educational Needs*.*

We have termly meetings with parents to review the progress of their children against the targets set in the IEP and to set new targets for the next term. We inform the parents of any outside intervention, and we share the process of decision-making by providing clear information relating to the education of children with Special Educational Needs.

Pupil participation

In our nursery we encourage children to take responsibility and to make decisions. This is part of the culture of the nursery and relates to children of all ages and all abilities. The work in the nursery recognises the importance of children developing social as well as educational skills.

Partnership with Area SENCO

The Area SENCO helps make the links between education, health and social care to facilitate appropriate early provision for children with SEN and their transition to compulsory schooling.   
Typically, the role of the Area SENCO includes:

* providing advice and practical support to early years providers about approaches to identification, assessment and intervention within the SEN Code of Practice;
* providing day-to-day support for setting-based SENCOs in ensuring arrangements are in place to support children with SEN;
* strengthening the links between the settings, parents, schools, social care and health services;
* developing and disseminating good practice;
* supporting the development and delivery of training both for individual settings and on a wider basis;
* developing links with existing SENCO networks to support smooth transitions to school nursery and reception classes, and informing parents of and working with local impartial information, advice and support services, to promote effective work with parents of children in the early years   
  The Area SENCO plays an important part in planning for children with SEN to transfer between early year’s provision and schools.

Monitoring and Evaluation

The SENCO monitors the movement of children within the Special Educational Needs system in the nursery. The SENCO provides staff with regular summaries of the impact of the policy on the practice of the nursery.

The SENCO draws up Individual Education Plans for children. The SENCO and the managers hold regular meetings to review the work of the nursery in this area.

The SENCo monitors the progress of children with Special Educational Needs termly and discusses findings with all staff and parents.

If you would like to discuss your child’s special needs and support please talk to Hannah Ross.

**Child collection policy**

Children may be collected by one of the following people:

* Parent/ guardian known to Purple Childcare (unless there are associated safeguarding issues);
* Family member known to Purple Childcare where permission has been given by the parent/ guardian;
* Nominated person known to Purple Childcare where permission has been given by the parent/ guardian.

If anyone other than a parent/ carer known to Purple Childcare is to collect the child Purple Childcare must be informed in advance. In these cases additional information must be supplied:

* Name and description of person to be collecting;
* Relationship to you and to child;
* Password the person collecting will use to identify themselves;
* If possible a picture of the person to be collecting the child.

The person collecting the child must supply the password before being allowed to enter the building.

Unexpected collections

If a person who is not a parent or carer arrives to collect your child and we have not previously been informed that this will be the case then we will not allow the child to leave with them.

In these cases we will:

* Call the parent to confirm that the child may leave with the person. Two calls will be made to each parent and nominated emergency contact. If no contact can be made the child will remain at the nursery;
* Once we have confirmation from a parent/ carer we will then ask for a password and identification from the person to be collected;
* Nursery staff will check that the person has a car seat or other appropriate means of transporting the child;
* Only when we have parent confirmation, a password and identification will we allow a child to leave with an unexpected person who is unknown to the nursery;
* Children will not be allowed to leave with an unexpected person until the above criteria have been met and staff are convinced the child is happy to do so.