



First Steps Bath

**Your Child's Nursery
and Pre-School Place at
First Steps Community Nursery
& Early Years Centre**

Parents and Carers Handbook



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1. Who runs this Children's Nursery?

First Steps is a local Charity and Social Enterprise. Our mission is: To work in partnership with children, families, colleagues and the community by being a responsive, informed, reflective and innovative provider of early years education, childcare and integrated family services.

Further information about our guiding principles and our priorities are given in our latest Annual Report and Business Plan – available online or from reception.

First Steps (Bath) is governed by a Board of Trustees, which includes parents / carers using our services and local professionals. They delegate the day to day running of the organisation to the Chief Executive and the Senior Management Team – the names and photos of the managers and staff are on a display board in reception.



2. When is the Community Nursery open?

The nursery is open between the hours of 8.00am and 6.00pm from Monday to Friday.

The nursery is closed for Bank Holidays, between Christmas and New Year, and for three In-Service training (INSET) days per year – there is no charge for these days. These dates and any other closure dates are published on our website.



3. Can my child come in at any time when the nursery is open?

Our Twerton nursery provides 57 childcare places and Moorlands nursery offers 61 childcare places. First Steps' day care places are all year round (unless your child only attends for the free Early Years Entitlement (EYE) where you can choose all year round or term time only).

Age 6 months to 8 years - Session Times

8am to 6pm	All Day Session
9am to 5pm	Working Day
9am to 1pm	Morning Session
1pm to 5pm	Afternoon Session
3pm to 5pm	After School Session
Hourly	Flexible Top Up Hours (8am to 9am or 5pm to 6pm)

As part of our Admission process, we complete an admission form with you at which point a deposit of two weeks' fees will need to be paid. (If on low income please discuss this with the service Manager). This deposit will be repaid to you when your child leaves, provided all fees have been paid.

It is essential to stick to the booked time agreed as we cannot have more than the specified number of children on-site at any one time. Late collections can cause distress to children and will incur a late charge. Please inform us if your child is on holiday, unwell or not attending for any reason. A notice period of 1 month is required for any changes to your booked sessions. I'm sure you will not want to leave us but in the event that you do we ask for 1-month notice and to complete a leavers form.



4. What happens when my child has been given sessions?

We aim to make the big step from home to nursery a positive experience for everyone.

Once your sessions have been agreed, you and your child can start a 'settling-in' period. This consists of two visits to the nursery, when we ask you to stay with your child. You are not charged for these two introductory sessions. After these visits full fees are payable for your child's booked hours, but you are welcome to stay with your child for some of the time or build up their attendance slowly if this helps them to settle.

You are allocated a member of staff or 'key person' who will be there for you when you make the visits to ensure that your child's start to nursery life is fun and exciting. This person will work closely with you and your child to build relationships and to work through both the good and the challenging times.

We also offer a home visit prior to your child starting – this helps to build a strong bond between your child and their key person, and will enable them to see a friendly face when they arrive for their first session.



6. Who will be looking after my child?

First Steps (Bath) adheres to and often exceeds the number of staff needed to fulfil the ratios laid down by OFSTED. We always have more than half the staff on site with nationally recognised qualifications of level 3 and above (e.g. Qualified Teacher, Early Years Professional, NNEB, NVQ in childcare, BTEC National Diploma in Nursery Nursing). Staff members are appointed in accordance with current legislation.

In order to ensure all staff are suitable to work with children, they have to provide full employment history and two satisfactory references. They also all have to undergo a selection interview, part of which involves a group of children, and an Enhanced Disclosure and Barring System check (DBS).

Our staff undergo a range of training which includes Safeguarding/Child Protection, First Aid and Food Hygiene. Many are trained in Makaton (using signs) and use this with the children to help their language development.

Your key person will be your usual first point of contact on a daily basis. The key person will build a special relationship with your child and help them to build friendships with other children and adults. They also keep an electronic learning diary of what your child can do, in order to help them reach their full potential. These diaries contain photographs of your child at play, observations and quotes from your child. You can receive notifications when a new observation is added so that you can view it from your own phone, tablet or computer via your Parent App. Parents/carers can also add their own comments and observations. We really appreciate this as it helps us to understand your child better.

Throughout the year you will be invited to reviews with your key person when you will be able to share your child's progress and find out what they will be working on next. You are welcome to ask for a review at any time. Soon after children become 2 years old, we complete a further review with you and your health visitor, as part of a national programme.

If the key person is absent, other staff will also know your child and will be able to ensure they are still well cared for.



5. How do I pay nursery fees?

Fees are calculated by the session and you will receive monthly invoices for them in advance which are available by email and on the Parent App. You can pay the App or by BACs, standing order, or at reception by card. Fees are due monthly by the 5th of each month. Nursery fees, meal and sustainability charges are set and annually reviewed by our Board of Trustees. (the sustainability charge covers the cost of resources not included in the Government funding, see the terms and conditions for payment of fees at First Steps)

New rates are usually implemented annually and parents are notified of these at least one month in advance. For our current charges please see our information leaflet 'Day care and education at First Steps Community Nursery & Early Years Centre'. (please see our terms and conditions for payment of fees, on the App or the First Steps website)

If you experience any difficulties in paying please see the Community Nursery Manager, who will check whether you are eligible for any subsidies. If fees fall into arrears your child's place may be reduced or cancelled.

Full fees are required if your child is sick or absent from nursery. If you decide not to bring your child in during the whole of the school summer holidays a £20 retainer fee per week will be charged. For other planned holidays of a week or more, the charge for meals and our sustainability charge will be waived if you give 1 month's notice of the holiday.

All children are entitled to a funded place of 15 hours term time the term after their 3rd birthday. This can be extended to 11 hours all year round. We find that all year round is better for children as long breaks can mean they find it difficult to settle in again.

Working parents may also be entitled to the extended offer. Visit www.childcarechoices.gov.uk to find out more.

Some 2-year-olds may also be entitled to a funded place if you are a working family or are in receipt of additional Government support. For eligibility and further information about the funding, please see our separate leaflet Funding and Additional Charges.



7. What will my child do?

First Steps early years practitioners believe that children of all ages learn through play and we offer them a wide variety of new and favourite experiences. The activities which your child initiates are just as important a learning experience as the ones which we plan. The main learning at nursery comes from the interactions between your child, the other children and practitioners, and also from exploration and investigation, rather than creating an end product.

We welcome involvement from parents / carers as we realise the importance and value of your role.

Our day is divided up into different periods:

- Free play - where the child initiates activities and the adult is there to support and extend from the child's lead.
- Adult led times - where the nursery staff plan activities, linked to the children's interests, using the Early Years Foundation Stage as a guide. Copies of the activities planned are available for you to see so that you can talk to your child about their day.
- Outside play – whatever the weather we try to get the most out of the outside environment using free play and planned activities often know as Forest Schools.
- Group time – this consists of singing, stories and spending time together talking.

8. How will you help my child to learn?

Staff working with your child will use the Early Years Foundation Stage (EYFS) as a framework and guide to ensure that children are learning and developing well and are kept healthy and safe.

There are three prime areas which staff focus on with regards to the children's development. These are:

1. Personal, Social and Emotional Development
2. Communication and Language
3. Physical Development

We also consider children's development in:

1. Knowledge of the World
2. Literacy
3. Mathematics
4. Creative Art and Design

Please see our separate leaflet on the Early Years Foundation Stage, and our policy on Learning Through Play



9. What if my child does not speak English?

We hope to make all children and families feel welcome. Staff will therefore try to learn a few key words and phrases in your child's first language and we are likely to ask you to help with this. Very young children may find it easier to learn two languages, but may take longer to start to talk as they have more to learn. We help them by playing alongside them and through rhymes, stories and songs. We may also draw up a plan with specific targets so all staff can work towards these, and we sometimes also ask for support from a specialist agency.



10. What will my child need to bring with them when they start?

We encourage the children to play in the garden in all weather conditions, so please make sure that they attend in appropriate outer wear. In hot weather, we ask that you bring your child with a sun hat and we will apply sun cream. However, if your child has sensitive skin, you may like to supply the child's own appropriate cream.

We ask that you do not allow your child to bring toys from home as we cannot take responsibility for any toys that get lost or broken. This does not include comforters which you are welcome to bring if this will help your child.

If your child is over two years of age:

It is always advisable for your child to

1. bring a spare set of clothes in a named bag. Although we remind children to use the toilet they sometimes forget when they are busy
2. If they are using nappies please also supply sufficient nappies and wipes.

If your child is under two years of age

1. a change of clothes, sufficient nappies and wipes
2. any personal comforter.
3. You also need to provide any feeds. When your child is ready to move onto solid foods we can offer a blended/chopped nursery lunch or you may supply prepared food.



11. Does my child have to be using the toilet by the time they are two?

Children do not become toilet trained at any particular age so the nursery has nappy changing facilities in both play rooms. We have set times to check and change all children who are in nappies, but also change them at other times if necessary.

When your child does start to use the toilet or a potty, please talk this through with your child's key person so that the staff can follow through what you have been doing at home. Please remember to send in lots of spare clothing, especially pants and trousers, in case of accidents.

12. What happens if my child needs a sleep?

When children need to sleep we normally follow the routine used at home, except if we would consider it unsafe to do so i.e. falling asleep with a bottle unattended. If your child is under 2 years old this is usually in the sleep room adjacent to the children's play area. If they are over 2 years this is usually in a quiet corner within the room. There is a sleeping procedure which staff follow, and which is available to you if you want to know more.



13. What about meal times?

Our healthy menus, including a vegetarian option, are displayed in the nursery. We cater for individual dietary needs and discuss this with you before your child starts attending nursery. The children have a morning snack between 9.30am and 10.30am, lunch just after 12.00pm, and an afternoon snack at 3.30pm. For our current charges please see our information leaflet 'Day care and education at First Steps (Twerton) (Moorlands) Community Nursery and Early Years Centre.

We fund raise to pay for free meals for children where family income is low. Speak to a manager to check if this applies to you

We encourage the children to eat the things they like and to 'try just a little bit' of the things they are unsure about. We do not stop them from having pudding if they have not eaten a main course, as the puddings are also healthy.

We may have children with allergies and so we do not use nuts, including peanut butter, in any food provided by the nursery.

We hope that our nursery lunches will meet your child's needs, as this gives them a healthy midday meal and the opportunity to develop their social skills. However, if you wish to send your child with a packed lunch we ask that you help us by avoiding nuts and peanut butter. We also ask that you do not include fizzy drinks, cakes, chocolate or sweets.



14. How do you encourage children to be healthy?

Alongside our healthy meals and snacks, we promote basic hygiene routines such as regular hand washing and blowing noses. A range of active play activities are offered during the day, both indoors and outside. We meet or exceed the recommended guideline that children between 2 ½ and 5 receive 60 minutes of physical activity per day.

15. How long does my child need to stay at home when they have been ill?

Infections spread easily among children and they also want to be at home with their parents / carers when they are unwell, so it is important that they do not attend. When they are ill or will be absent, please telephone us to let us know. You will still be charged for the booked session. We can also then tell you the recommended exclusion period (e.g. 48 hours for diarrhoea and sickness).

In some circumstances we can administer medicine that has been prescribed by your doctor, but only with your written permission. In this case, please see a member of staff upon arrival, who will take details from you and ask you to sign to give your permission. You would then also be asked to sign when collecting your child to confirm that they have been given the medicine as requested. Please see our policy on managing children who are unwell.



16. What should I do if my child has headlice?

Unfortunately this is common in nurseries. We have a leaflet explaining what to do should this happen. It is important to remember it happens to all children and is not linked to their hygiene, or something to feel embarrassed about. If head lice are found the parents or carers of the child affected are discreetly informed when they collect their child

17. How do the staff encourage desirable behaviour in the children?

We model good behaviour for the children in our care and we praise desirable behaviour in the children.

Physical punishment such as smacking or shaking is never used or threatened.

First Steps (Bath) seeks to encourage the children to develop self-regulation and self-esteem in an atmosphere of mutual respect and encouragement. We do this through building secure attachments with children and using safe touch and holding methods. In this way, the children are more likely to behave in an appropriate manner and develop a more effective stress-regulation system. We believe that by providing an appealing and stimulating environment and by noticing children's achievements and interests much undesirable behaviour can be avoided.

For more information please see our 'Positive Behaviour Policy' in the Policies and Procedures folder on our website.

18. Is there anything I can do to help?

We encourage parents / carers to become involved in all aspects of the Community Nursery and Early Years Centre, and the children really enjoy times when parents / carers come in to help in nursery sessions by reading, painting, playing with dough, cooking or whatever takes your fancy. We run several 'Stay and Play' sessions through out the year. This provides an opportunity for parents to share their ideas with staff about ways in which to improve our services. We also welcome applications to join our Board of Trustees, who look after the overall running of First Steps (Bath).

We recruit volunteers and provide vouchers to help with any childcare costs while they are volunteering. Please speak to the Community Nursery Manager for further information.

19. Who can I go to if I am worried about my child, or if my child has a Special Educational Need or Disability?

The first point of contact should normally be your child's key person. However, depending upon the nature of your concern you can also discuss this with:

1. Nursery Manager
2. The Special Educational Needs Co-ordinator
3. Senior Practitioner/Room Leaders

Please ask at Reception for their contact details, or see the staff display board.

For children who need additional help, we may work with you to start the graduated approach which may include a sen plan. This will depend on the nature of your child's difficulty and the type of support that will help them. Please refer to the policy and procedure on inclusion.

20. What other services can I get through the Early Years Centre?

We work closely with Health Visitors and Action for Children Family Support practitioners who are based in our offices at Woodhouse Road. Baby feeding hubs and a range of activities are delivered.

Partnership with parents

To support you we set up regular opportunity's for you to talk to Early Years Practitioners about your child's well being and development. For example there are story times, coffee mornings and messy play sessions, do like our Facebook page to see updates on events running.



21. What should I do with any compliments, complaints or suggestions?

We welcome any compliments, complaints and suggestions about the service we provide and there is a comments box in reception for this purpose. We also ask parents / carers to fill in short questionnaires during your child's review.

Your first point of contact if you are unhappy about the service we provide is the Children's Services Manager who, if you wish, will make a record of your concern, and then investigate and report back to you within 28 days. There is an open record of complaints which parents / carers may see at any time. Our 'Compliments and Complaints Policy and Procedure' gives more information about the process.

We are registered and inspected by Ofsted Early Years and, should you feel it necessary, you can refer any concern to them at:

[Ofsted](#)
[Piccadilly Gate](#)
[Store Street](#)
[Manchester](#)
[M1 2WD](#)

Telephone: [0300 123 1231](tel:03001231231)

The Ofsted registration number for First Steps Twerton Children's Centre is EY268656

The Ofsted registration number for First Steps Moorlands Children's Centre is EY287532



22. How does the Centre promote and work towards excellent practice?

We collate the feedback and suggestions we receive from you and use this to inform our planning and to improve our services. Our staff team are vital to the quality of provision, staff terms and conditions of employment are above the industry average. We offer extensive training and development for all staff and we close three times a year for staff to train together to develop our practice.

23. What about keeping my child safe?

It is vitally important that you let us know any changes to people who are authorised to collect your child, we will always ask for a password and ID prior to allowing the child to leave the premises. Should anyone arrive to collect your child without us having this prior knowledge, we telephone to check the arrangements and only release the child if permission is given. It is therefore also very important that you let us know of any change to your contact details.

If a child is left uncollected by a parent / carer, a senior member of staff attempts to contact the parents / carers and all other authorised contacts given to us. If all attempts to make contact fail, then the Social Services Emergency Duty Team are informed.

First Steps (Bath) aims to create an environment in which children are safe, and one in which any suspicion of abuse is promptly and appropriately responded to in accordance with the safeguarding procedure from the Local Safeguarding Children Board. In addition, if any staff have concerns about a child's welfare we record this on an incident form or 'areas of concern' sheet and/or a body map.

Staff are not allowed to have personal mobile phones within the playrooms and we ask parents and carers not to use theirs whilst within the nursery areas either.

Please see our Safeguarding and uncollected child Policy for further details.



24. What happens in exceptional circumstances?

Very occasionally unexpected events may mean that First Steps has to reduce or even close services for a short time. This might be necessary if:

There is severe bad weather and staff are unable to get to work

- One of our centres is affected by fire or flood
- Large numbers of our staff are ill at the same time
- We are told or advised to shut our services because a disease or serious health problem could spread if children and families are together
- There is a power failure or other problem with the building that makes it impossible to provide services safely

In these situations, we will do our best to keep you informed and let you know of any service reductions or closures as quickly as possible.

If we have to shut one or more of our Community Nursery and Early Years Centres, we will contact you via the nursery app.

If we have to reduce our services, we will try to contact people before they have left home, and ask them not to come. We will give priority to providing a day care service for vulnerable children whose place has been funded by the local authority.

If we do have to ask for children to be collected from either of our nurseries because we are unable to provide sufficient staff and/or a safe service, we will do so in the following order:

1. Non working parents of children aged 0-2 years
2. Non working parents of children aged 2-3 years
3. Non working parents of children aged 3-5 years
4. Working parents of children aged 0-2 years
5. Working parents of children aged 2-3 years
6. Working parents of children aged 3-5 years

Parents will be charged (both regular and any extra hours) if First Steps has had to close due to events beyond our control, e.g., snow. This is because our staff will still need to be paid.



25. How will you help my child move on to school?

Early in the summer we begin to get the children ready for school by reading relevant books, showing uniforms and having group discussions. We invite the reception teachers to come in so the children can meet them and, where possible, we make visits to the schools with the children. We also apply to the local authority for transition funding to help children who need a little extra support to transfer to school. For more information please see our 'First steps into school' leaflet.

We are registered to take school age children under 8 for after school and holiday sessions, and on occasions we can help by offering sessions while your child is settling in to school and doing part days there. Please ask the Nursery Manager for further details.

26. Language for Life

An assessment designed by speech and language therapists using play to assess the child development and compare this with age expectations to allow further referrals where needed to support any gaps in a child's learning.



LANGUAGE FOR LIFE
MAKING A DIFFERENCE TOGETHER



A parent and carer guide to our settings approach, to support social and emotional wellbeing.

At First Steps Bath we have embraced the Thrive Approach



What is the Thrive Approach?

The Thrive Approach has evolved over the last 25 years, providing early years practitioners the knowledge, skills and tools to optimise social and emotional development. Thrive is committed to supporting and encouraging the development of confident, curious, creative and capable children who are open to learning and better equipped to deal with lives ups and downs.

The Thrive Approach draws on the latest research into brain science, child development theory and attachment theory.

The connections children have with the adults around them. Repetition of positive experiences developed through Thrive activities supports their development, helping them to feel:

- Safe and secure
- Have their needs met
- Feel special
- Increase their emotional wellbeing, self esteem and confidence to learn
- Learn to recognise and regulate their feelings



How does First Steps Embrace the Thrive Approach?



We identify and support gaps in children's social and emotional development to support the strong building blocks required for resilience, confidence and learning later in life. Early Years Practitioners follow the guiding principles of the Thrive Approach through their practice, adapting activities to children's varying stages of development and using the vital relational functions (VRFS) and PLACE (playful, loving, accepting, curious and empathetic).

Each First Steps setting has a linked Thrive Practitioner in the team. The Thrive Approach is embedded in the practice of each Early Years practitioner through our behaviour and wellbeing policies. We use Thrive online for whole group screening which identifies any developmental needs / gaps . We can create individual/group action plans consisting of play activities that overtime will support social and emotional progress.



Early Years Practitioners support their Thrive work through a blend of ideas taken from emotion coaching. Do ask us about how we support children's emotional understanding and regulation.



First Steps Environment

First Steps Early Years Practitioners ensure that the environment inside and outdoors is a safe and secure place to be. They create calm spaces and have sensory resources to support sensory regulation which in turn impacts emotional regulation.

We also have Theraplay trained Early Years Practitioners who deliver regular sunshine circles across our sites. Sunshine Circles are nurturing, sensory and provide a social small group time.

Some Thrive tricks to try

VRF's attunement, validation, Containment, Soothing / regulating
WIN, Wonder, Imagine, Notice.



If you would like to know more about any of our policies, they are available from our website <https://www.firststepsbath.org.uk/childcare/policies>. in the reception area, or please see a member of staff.

We look forward to getting to know you and your child and working with you to help them to grow and develop.



First Steps Moorlands Community Nursey & Early Years Centre Local Offer

EY287532



Special Educational Needs Coordinator (SENCO)
Sue Burman

Identifying need for support;

working in partnership with parents and using the early years foundation stage as a guide practitioners build a detailed picture of individual children. Practitioners tune into the skills children have and the best ways to support them to reach their full potential.

Building positive relationships and communication with families;

Families are offered a parent consultation once per term to discuss their child's progress and achievements. Children with identified additional needs for support are invited to Team around the Child Meetings (TAC) at least once per term to discuss ongoing support, progress and input from outside professionals.

Inclusive ethos and mission;

To work in partnership with children, families, colleagues and the community by being a responsive, informed, reflective and innovative provider in order to ensure children are included and supported to reach their full potential.

Providing and enabling environment;

Moorlands First Steps provide a purpose built single story setting with flexible and spacious rooms. Our equipment is moveable, and practitioners regularly reflect on room layouts and use of resources to provide the best opportunities for children.

Supporting transition to the next stage of education;

when children move on to school a detailed transition form is completed and shared with the family and new school. A transition meeting will be arranged with the school to discuss any particular support needed, this meeting will include parents and other professionals if appropriate.

Practitioner skills, qualities and experiences;

Sue Burman is our Special Educational Needs Coordinator (SENCO) and works alongside the manager, families and practitioners to identify and support additional needs. She has over 25 years of experience working with young children across various roles and has attended several specialist training courses. As a nursery team we strive to gain new knowledge which will support best practice and the progress of young children. We also have in post a trained Thrive practitioner and buy in a language support service. The nursery gains the expertise of outside agencies and professionals such as speech and language therapists, Occupational therapists and physiotherapists ect.



Special Educational Needs Coordinator (SENCo)- Natalie Miles

About me...I work 4 days a week at the Bath Opportunity Preschool (BOP) specialist site and one day a week as SENCo at Twerton First Steps. I have been a SENCo for about 8 years now. I have been a 1:1 support for children in mainstreams as well as gaining significant knowledge and experience through my role at BOP. I am level 3 Early Years qualified and have my Early Years SENCo Level 3 qualification. I have a huge passion for working and supporting children and families with SEND. I love travelling, and learning about different cultures. I am a big foody and vegetarian! I love a good scented candle to relax!

My skills and experience...I am a trained Thrive practitioner (Supporting children's Social and Emotional development). I work with two other thrive practitioners across First Steps sites. Some of my training experiences include; ADHD, Sensory processing, Autism, Pathological Demand Avoidance (PDA), Autism and Mental Health, Autism in girls Child protection, regular working closely with Speech and Language therapists, Occupational Therapists, paediatricians etc. I have significant experience working with children with a range of additional needs.

My role as SENCo- to lead meetings and support staff with implementing support plans and targets. To ensure we sustain high standards of inclusion throughout the nursery. I refer to other agencies and will lead on putting further support in place in nursery and for school if needed. I work closely with the Manager Louise to create targeted staff training, upskilling the team to support a range of children's individual needs. At First Steps Twerton we also have Helena (Practice Supervisor), Kizzi (Toddler Room) and Laura (Preschool Room) that also have their SENCo Level 3 qualification.

"The whole process so far has been incredibly valuable to us. From being first put in touch with Natalie the SENCo and then the speech and language therapy. Everyone has our daughters best interests at heart." (Twerton First Steps Parent)

Identifying a need for support; We follow curriculums within the Early Years Foundation Stage that support staff to identify any delays or gaps in learning. All practitioners and the SENCo tune into the strengths a child has, identifying areas of need, to target and support the child to reach their full potential. We use tools like observations, learning summaries, Progress checks at age 2 and Wellcomms speech and language assessment, to assess learning and target delays/needs. We follow the BANES Strengths based approach to SEND (Pen Green); identifying a child's strengths, to inform and plan for supporting a child's emerging needs.

Providing an enabling environment; Targeted group work, upskilling staff and regular SEND training for staff team to identify and support children with SEND. Daily use of visuals as a further communication strategy; pictures and Makaton signing. Outdoors provision is an ongoing project for us to be ensuring all children have access to learning and targeted work when outdoors. Ongoing reasonable adjustments to the environment, to meet the individual needs of all our children. Our own sensory room, used daily for targeted individuals and group sensory and calm time.

Putting support in place; This may look like starting the Graduated Approach (Assess, plan, Do and Review cycles) through observations of the child, parent discussions, liaising with a health visitor following 2 year checks. This can look like, but not be limited to.. individual targets, targeted group work, increase in adult support, TAC meetings, making referrals to relevant agencies. This will all be building up a picture of evidence, so that should we feel there is a level of need for increased or sustained support, we would seek your permission to access nursery Inclusion funding (ISF).

Our inclusive ethos... to have strong working relationships with families, outside agencies and between staff teams. We are proactive in initiating early intervention, have strong knowledge to sign post correctly, and will be a constant support through difficult conversations and challenging days. We consider the support needed for the whole family and have an open door policy.

Transitions to school; When all children move onto school, a handover is given. For any child in our setting with a level of need/support in place, we do enhanced transition meetings, visits and make these individual to the child's needs. Should your child require a level of support for moving onto school, we may discuss Transition funding (TSF) or depending on the level of need/diagnosis made, increased support of an Educational health and Care Plan (EHCP). We are experienced in supporting transitions to both mainstream schools and specialist schools, and for supporting parents to make the right decision for their child.

Ask us about BANES Local offer; rainbow resource scheme, Twerton SEN stay and play groups and how we can support families further with English as an additional Language (EAL).

If you have any concerns or just want some advice, pop in or call/email for child's Key person, SENCo or Manager.