



**ROUGH COMMON
PRE-SCHOOL**

Policies and Procedures

2025 - 2026

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Smoking, Alcohol and Other Substances

Rough Common Pre-School's smoking, alcohol and other substances policy applies to all staff, parents/carers, volunteers and visitors. We comply with health and safety regulations and the Safeguarding and Welfare Requirements of the Early Years Foundation Stage April 2025 by promoting the good health of children. This includes not exposing children to smoking, alcohol (and the effects of) or any other dangerous substances.

it is a requirement of the Early Years Foundation Stage Statutory Requirements April 2025 that "Practitioners must not be under the influence of alcohol or any other substance which may affect their ability to care for children. If practitioners are taking medication, which may affect their ability to care for children, those practitioners should seek medical advice. Providers must ensure that those practitioners only work directly with children if medical advice confirms that the medication is unlikely to impair that staff member's ability to look after children properly".

Smoking including Vapes and e-cigarettes

This is prohibited in or on the premises during our opening hours and staff working hours. This includes smoking in your own vehicle; in the car park and on the pavement surrounding the car park; on the field. Staff, volunteers and parent/carer helpers are not permitted to smoke during outings with the children. Staff are not permitted to smoke, vape or use e-cigarettes whilst at work unless they are on an official break and follow the above restrictions.

Should we see a parent/carer or member of staff smoking on the premises we reserve the right to request them to either stop smoking or to leave the premises – this includes the car park, their own vehicle and surrounding pavement and the field. In accordance with The Smoke-Free (Private Vehicles) Regulations 2015 it is an offence to smoke in a private vehicle with someone under the age of 18 present. Safeguarding procedures will be followed should persons be found to be breaching these regulations.

Alcohol and Other Substances

The use of alcohol and other dangerous substances are strictly forbidden on the premises during our opening hours or staff working hours. Any alcohol kept on the premises (for fundraising, raffles etc) will be safely stored in a cupboard out of reach of children. If we suspect that anyone collecting a child is under the influence of alcohol or any other substance, we will not release the child into their care and will make alternative arrangements with emergency contacts for the child to be collected. If alternative arrangements are unable to be made, we will act on advice from social services. In situations such as these safeguarding procedures will be followed.

Visitors Policy

Rough Common Pre-School welcomes visitors and operates an open-door policy. Limitations may be placed on visitors to protect the safety of children and staff and to avoid unnecessary disruption.

Pre-School Management and staff have the authority to determine which visitors are to be permitted. Rough Common Pre-School reserves the right to refuse entry to any person of whom we may have reasonable doubt of their identity or visiting capacity, until that person's identity can be confirmed, for example by means of a phone call to a parent/carer, professional body or company.

Procedures

All staff will be advised of any pre-arranged expected visitors to the pre-school each day.

On arrival staff will check the identity of any visitors they do not recognise before allowing them into the building. Unless the person is known to the pre-school or has a confirmed appointment, the visitor will be asked to wait outside the main door until the staff member has confirmed with the Management Team that the visitor can be allowed to enter the building. The member of staff seeing the visitor into or out of the building is responsible for ensuring that the external door is secured after arrival and departure. Parents/carers, visitors and students are reminded not to allow entry to any person, whether they know this person or not. Staff within the pre-school should be the only people allowing external visitors and parents/carers into the pre-school.

All visitors must sign the Visitors' Book on arrival and departure, documenting times of arrival and departure and their purpose for visiting. The visitor must be asked to supply their name/and business and the reason for the visit/who they wish to see. Unless it is a parent/carer enquiring about the pre-school, all other visitors should be asked for proof of identity.

Upon arrival all visitors will be advised of the Designated Safeguarding Lead on duty and of the emergency evacuation procedures. All visitors should wear a visitor's badge to identify themselves to staff and parents/carers within the pre-school. A member of staff must accompany visitors in the pre-school at all times while in the building; at no time should a visitor be left alone with a child or be allowed to move freely around the setting unaccompanied.

Use of mobile phones, cameras and personal devices are prohibited. These must be placed into a lidded box on arrival. In the event of a personal call needing to be made parents/carers and visitors may, with authorisation of the manager, use the office to do this. Visitors must leave their bags and personal belongings in the foyer at the main door unless the visitor is at the pre-school for business purposes in which case personal belongings can be kept in the office.

The pre-school will under no circumstances tolerate any form of harassment from third parties, including visitors, towards others, including children, staff members and parents/carers and in cases where this does occur the person will be immediately ejected from the building and the police will be informed, as well as the safeguarding team or Ofsted should this be necessary.

If visitors require use of the toilet facilities, they should speak to a member of staff who will accompany them.

Administering Medicines

At Rough Common Pre-School we believe it is in the best interests of unwell children to be cared for at home until they are well enough to return to the setting.

All medication must be in-date and prescribed for the current condition or illness. Only medication prescribed by a doctor (or other medically qualified person) will be administered in the setting, with the exception of the two circumstances listed below. All medication **MUST** be received in original packaging.

We will administer:

- Paracetamol to a child who is presenting unwell and has a temperature over 38 degrees while in pre-school. This will only be administered after verbal permission from a parent/carer has been obtained and the medication record on Famly has been acknowledged.
- Routine pain relief for babies that are teething, this is entered on to Famly and acknowledged by the parent/carer as per other medication as listed below. This can be provided by the parent/carer or the setting will provide Calpol infant paracetamol.

We do not administer:

- Medication containing aspirin unless it has been prescribed by the doctor.
- Routine pain relief or any other medication to children unless it has been prescribed by a doctor.

Medication before arrival

Whilst it is not our policy to care for sick children, we understand that there are some instances where children will have had medication before arrival at the setting. It is in the best interests of the parent/carer to advise of this on arrival which will then be logged onto Famly under the “notes” section. This will help to eliminate any overdose of medication given in an emergency situation, ie calpol.

Administering Medication

The child’s key person is responsible for administering medication to the child and this must be witnessed by a Room Leader, Deputy Manager or Manager. The medication record is completed on Famly each time medication is administered by the key person and acknowledged by the witness.

Parents/carers must acknowledge the administration of a medicine on Famly, the date, quantity and time administered are all recorded, and the record must be verified by the parent/carer.

Parents/carers must give prior written permission for the administration of medication on Famly. Medication can only be administered after a parent/carer has acknowledged the medication form on Famly. It is the parent/carer’s responsibility to ensure this is done. The staff receiving the medication will input the medication information on Famly.

We **do not** allow children to self-administer medicines, where children are capable of understanding when they need medication, for example with asthma, they should be encouraged to tell their key person. However, this does not replace staff vigilance in knowing and responding to when a child requires medication.

Prescribed Medication

Children taking prescribed medication must be well enough to attend the setting. Children taking antibiotics may return to pre-school after taking 2 doses of the medication provided there have been no adverse effects to the medication.



Prescribed medicines which are to be administered during a session must be received by the setting:

- in their original containers
- clearly labelled with the date prescribed and the child's name
- be given to the setting with the information leaflet

If the administration of medication requires technical or medical knowledge the member of staff must be trained – this is the responsibility of the parent/carer to arrange and must be done by a professional such as a nurse or GP.

Asthma Inhalers

Asthma inhalers must be provided to the setting in the original packaging with the prescription label on the packaging that shows the child's name and dosage. If a child requires a spacer for the administration of the inhaler, this must be provided by the parent/carer. We do not allow children to share spacers. The parent/carer must request an additional inhaler and spacer from the GP to be kept in the setting.

An Asthma Action Plan provided by the GP or other health professional should be provided for children who require inhalers for long term use. The action plan shows the required dosage, frequency and symptoms under which the inhaler is to be administered – inhalers should not be administered without this information being received by the setting. A health care plan must also be completed as well as the parental agreement and medication record on Family.

Long-term medication, life-saving medication and invasive treatments

A Health Care Plan, parental agreement and medication record on Family must be completed for any child who requires long-term medication, life-saving medication, has a medical condition or illness, a known allergy or a child who requires additional assistance.

It is not our policy to administer invasive treatments to children, e.g. rectal Diazepam.

Storage of medicines

All medication is stored securely out of reach of children or refrigerated if required. The parent/carer is responsible for asking for the medication to be handed back at the end of each session. Medication forgotten overnight will not be available for collection until the setting re-opens for the next session. The SENCo is responsible for checking that any medication kept in the setting is in date and any out-of-date medication is returned to the parent/carer.

Where a child requires long term medication, we request that where possible additional medication is acquired which can be kept in the setting.

All staff medication is stored in the main office securely and out of reach of children.

Managing medicines on outings

Where a child who has a health care plan in place attends an outing, they must be accompanied by either their key person, or another member of staff who is fully informed about the child's needs and/or medication and trained to administer this. Medication for the child is taken in a sealed plastic bag clearly labelled with the child's name and name of the medication. The procedure for administering medication on an outing is the same as if the child was in the setting.

If a child on medication has to be taken to hospital, the child's medication is taken in a sealed plastic bag clearly labelled with the child's name, name of the medication.

Managing Children who are Sick, Infectious, or with Allergies

At Rough Common Pre-School we provide care for healthy children. We promote the prevention of cross infection of viruses and bacterial infections and promote good health through identifying allergies and preventing contact with the allergenic substance.

It is not our policy to care for sick children - they should be at home until they are well enough to return to the setting.

If a child seems unwell or complains of feeling unwell during the day, the key person will call the parent/carer to advise them of this and if necessary, asks for the child to be collected as soon as possible. On admission to the setting, parents/carers are given the option to consent to paracetamol being administered in an emergency situation. Paracetamol will not be administered to any child where written consent on Family is not obtained, regardless of the circumstances.

The setting can refuse admittance to children who have a temperature or appear unwell. This decision will be made by the pre-school staff based upon the child's symptoms, severity of the illness and affects it may have on other children. Children who have had sickness and diarrhoea within the last 48 hours or who have a contagious infection or disease will be refused admittance until they have been clear of symptoms for at least 48 hours.

Rough Common Pre-School follows the Health Protection Agency's "Guidance on infection control in schools and other childcare settings" and a list of excludable diseases and current exclusion times is available in the setting.

If a child is sent home due to being unwell, we expect parents/carers to make every possible effort to get to the setting as soon as possible after they are called. If a parent/carer knowingly leaves their child who is unwell until the end of the session, this could be seen as a safeguarding concern and therefore we will follow safeguarding procedures. This is also recorded in our telephone log. In the event we are unable to get hold of the parent/carer, we will call all the emergency contacts listed on the child's registration form. We can take verbal authorisation from a person with parental responsibility for another person to collect the child (who may or may not be on the authorised list) provided the person collecting the child is able to show photographic identification and use the password system for the child. In extreme cases of emergency an ambulance will be called and the parents/carers informed accordingly.

Temperatures

If a child has a temperature, they are kept cool, by removing excess clothing and encouraged to sip fluids. When possible, we will take a child's temperature and a temperature which is over 37.5 degrees will be logged on Family.

37.5 – 37.9 degrees – Parents/carers will be notified by call or text message if a child has a temperature of 37.5 degrees or over (but below 38 degrees) to allow them to make a decision about whether or not they would like to collect their child.

38.0 – 38.4 degrees - Children with a temperature of 38 degrees and above **must** be collected as soon as possible. In this situation parents/carers will be given the option for paracetamol to be administered while they are on their way to collect their child. Verbal consent will be sought before this is administered.

38.5 degrees and above - Paracetamol will be automatically administered to a child who is presenting unwell and has a temperature over 38.5 degrees provided that they have been in the setting for a minimum of 4 hours, consent for this is covered by the consent form on Family and additional verbal consent will not usually be sought.

In the event that we are unable to contact a parent/carer or any emergency contacts and a child presents with a temperature of 38.5 degrees or above, we will contact the emergency services for advice.

Rashes

Any child who presents with a rash should have visited a GP or pharmacist prior to attendance to have it assessed. If staff notice during a session that a child has developed a rash, we will call the parent/carer who must arrange for the child to be collected as soon as possible to have the rash checked.

Sickness and diarrhoea

A child who has 1 episode of sickness or 3 episodes of diarrhoea whilst in our care will be sent home. Where possible the child is kept away from the other children until they are collected to prevent the spread of infection. Parents/carers may be contacted after a child has had 2 episodes of diarrhoea to pre-warn them that they may be asked to come and collect their child.

After a child experiences sickness and/or diarrhoea, parents/carers are required to keep children away from the setting for 48 hours after the last episode of diarrhoea or vomiting.

If a child discloses that they have been sick in the last 48 hours we will contact the parent/carer to clarify this information, and the parent/carer will be asked to collect the child as soon as possible if necessary.

Conjunctivitis

We do not usually exclude for conjunctivitis however depending on the severity of the child's conjunctivitis, other symptoms associated with it and the child's well-being, we may refuse admittance of the child.

Chicken Pox

Chicken Pox is an excludable illness which requires children to be absent from the setting until the last spot that appears has scabbed over. Where a rash appears that staff suspect may be Chicken Pox, parents/carers will be contacted to collect their child as soon as possible to have the rash checked by a medical professional.

Parents/carers are reminded that Ibuprofen medication should not be given to children with Chicken Pox as this can cause the blistered spots to scar.

Hand Foot & Mouth

Hand Foot and Mouth disease is a fast-spreading viral infection that can be passed to both children and adults through coughs, sneezes, faeces and the fluid in the blisters. Hand Foot & Mouth disease can be caught more than once and is most contagious within the first 5 days after the blisters appear. For this reason, we ask that children who develop Hand Foot & Mouth disease are kept away from the setting until at least the 6th day after any blisters have appeared. After this, as long as the child is well in themselves and does not have a temperature, they are able to return to pre-school. Where a child comes to pre-school and staff suspect that a child has Hand Foot & Mouth parents/carers will be called to collect the child to have it confirmed by a medical professional.



Nits and head lice

Nits and head lice are not an excludable condition, although in severe cases a parent/carer may be asked to keep the child away until the infestation has cleared.

We do not check children's hair for nits or head lice however on identifying cases of live head lice, the parent/carer of the child is informed upon collecting their child and asked to treat their child and all the family if they are found to have head lice. If a child is seen to have a case of severe head lice, parents/carers are asked to collect their child as soon as possible.

Re-occurring cases of head lice which are left untreated could be seen as a safeguarding concern and in such situations, we will follow safeguarding procedures.

Children with allergies

Children who have known, either suspected or diagnosed allergies, are required to have a Health Care Plan in place. This is reviewed annually or more often if required, it is the responsibility of parents/carers to advise the setting of any changes to a child's allergy. We will display a list of children with allergies for all staff to refer to when preparing snacks and meals. Depending on the severity of the allergy, a notification may be made to all parents/carers if a certain food type needs to be excluded from packed lunches.

In case of an allergic reaction, where a child requires medication, a member of staff must be trained in the administration of the medication by a trained person – this is the responsibility of the parent/carer to arrange and must be done by a health care professional such as nurse or GP.

Reporting of 'notifiable diseases'

If a child or adult is diagnosed as suffering from a notifiable disease under the Public Health (Infectious Diseases) Regulations 1988, the GP is responsible for notifying the Health Protection Agency.

When the setting becomes aware, or is formally informed of the notifiable disease, the manager informs Ofsted within 14 days and acts on any advice given by the Health Protection Agency.

Cleaning of blood and bodily fluids spillages

Single use (disposable) gloves are available to be worn for cleaning blood or bodily fluids and when changing wet or soiled nappies, pants and clothing or attending to children's toileting needs if necessary.

Spillages are cleared using disposable paper towels and a disinfectant solution.

Children requiring long-term medication, life-saving medication and invasive treatments

The procedures for children requiring long-term medication, life-saving medication and invasive treatments are set out in our "Administering Medicines" policy.

Behaviour Management Policy

Rough Common Pre-School believes that all staff, children and their families should feel valued and respected, and that each person should be treated fairly. Our values are built on mutual trust and respect for all and aim to promote an environment in which everyone feels happy, safe and secure.

Our behaviour policy is designed to ensure all children, staff and families work together in a supportive and respectful way. It is a means of promoting good behaviour so that all children have the opportunity to learn and thrive in a safe and welcoming environment.

We believe we all have a responsibility to behave in ways that enable us to feel free to explore and learn without fear of being hindered or hurt. The guidelines outlined in this policy support this vision; it recognises that learning self-regulation and socially appropriate behaviour is a developmental process and that through staff modelling positive behaviour at all times and managing challenging behaviour appropriately and competently, we can provide for the needs of the individual as well as ensuring the safety and wellbeing of everyone at the setting.

We aim to listen to and acknowledge the individual views of everyone in the setting, embracing who we are and where we have come from. In recognition of this, our expectations of behaviour are underpinned by the following values:

- **RESPECT AND RECOGNITION:** to value and celebrate our own and others' contributions and uniqueness, and to show consideration for our own feelings and the feelings of others.
- **FREEDOM AND RESPONSIBILITY:** to enable children and adults to explore and express themselves freely in an environment which supports decision making and opportunities to consider the consequences of our words and actions.
- **INCLUSION:** to provide access to learning for all, considering everyone's needs, background and ability, working together to share the same vision and work towards the same goal.
- **HONESTY:** to empower everyone to communicate openly and honestly in their interactions with each other.
- **SAFETY and TRUST:** to help everyone to feel able to express their concerns and fears in an appropriate way and to thrive physically and emotionally in their learning.

At this age children are learning how to behave appropriately. Many of the things they do are normal for their stage of development and we help them to learn when something is dangerous or harmful to themselves or others, and to make positive choices in their behaviour.

As children learn to modify their behaviours in a way that is appropriate, they learn to accept the needs of others and tolerate delay when their own needs are not immediately met. This educational phase sees the development of sharing and turn-taking skills and the development of self-regulation. Our environment aims to support conflict-resolution by ensuring there are sufficient resources available for children and when this is not possible, by encouraging turn-taking through the use of sand timers.

We provide opportunities to discuss behaviour and feelings as a group and to acknowledge feelings and encourage empathy for each other. Our staff will role model positive behaviour, using a variety of strategies and props e.g. Makaton, gestures and stories.

Our practitioners will work in partnership with children and their families by:

- Sharing information with parents/carers about their children's behaviour in the setting
- Sharing information about all aspects of the child's development on a regular basis, as well as at regular parents/carers consultations.
- Being fair, non-judgemental and consistent when discussing children's behaviour with parents/carers
- Providing extra support for parents/carers to help manage children's challenging behaviour at home e.g. through Early Help Services and other outside agencies

We do not ask children to say "sorry" to others. We believe that at this age, children do not necessarily have the empathy to understand that their actions have caused upset or hurt to someone else, nor that children would have remorse or regret for their actions. Practitioners explain the consequences of behaviours and offer choices to support problem-solving. We involve the children in problem-solving by using these conflict resolution steps:

- Approaching children calmly with an open mind and getting down to their level
- Acknowledging the child's feelings using phrases such as "I can see you're feeling sad/angry/upset/hurt/etc"
- Gathering information from all the children involved asking questions like "what's happened/ why are you sad/angry/upset/hurt/etc?"
- Reconfirming what has happened "so you are sad/angry/upset/hurt/etc because..."
- Asking the children involved for solutions and encouraging them to work together to problem-solve and find a solution that they are all happy with. We use phrases such as "I wonder what we can do to solve the problem/help you feel better?" to support this
- Providing strategies to support turn-taking e.g. using a sand-timer.

Our practitioners view conflict as a potential learning opportunity and use clear and consistent boundaries across the setting. Adults at the setting will intervene when behaviour is persistently disruptive or when children are having difficulty regulating their emotions. We do this by:

- Being clear about the behaviour that is unacceptable
- Supporting the child to think of solutions to their challenge
- Providing time away from the situation to calm down if necessary and reflect before talking things through
- Use of personalised Social Stories
- Working together with parents/carers and families to share strategies and ensure we are giving a consistent message
- In some cases, involving the SENCO in setting up an individual behaviour plan with specific targets related to the unwanted behaviour
- Liaising with other agencies e.g. health visitor, Specialist Teachers, to access further support and advice

We aim to work in partnership with our parents/carers and believe this is integral to the success of our Behaviour Policy.

Child attendance and absence management Policy

As part of our Safeguarding requirements under the Early Years Foundation Stage Statutory Framework 2025 Rough Common Pre-School are required to monitor children's attendance patterns to ensure they are consistent and are not a cause for concern.

Parents/carers are asked to inform the pre-school of any planned absence prior to their children taking holidays or days off, and to report all incidents of sickness and other absence in the morning of the same day of the absence so that the management team are able to account for children's whereabouts for each session.

Any absence, including holiday and sickness can be reported as follows:

- by either ringing or texting the setting phone – 07738 473274
- informing staff on arrival or collection
- recording an absence on the Family app

In all instances a reason for the absence must be given and recorded.

If a child has not arrived at the setting within 30 minutes of their normal start time, parents/carers will be contacted by a member of staff to confirm a reason for absence.

If staff are unable to contact parents/carers after 3 attempts over a period of 2 days via telephone/text/Family message, then they will consider contacting the emergency contacts numbers listed in the child's registration pack to ensure all parties are safe. Staff will work their way down the emergency contact list until contact is established and we are made aware that all is well with the child and family.

If contact cannot be established with parents/carers or anyone listed as an emergency contact, the DSL will assess if a home visit is required to establish that all parties are safe. If contact is still not established, the DSL may deem it appropriate to contact relevant authorities, including the police, in order for them to investigate further.

Parents/carers are asked to inform the setting when a child is likely to return to pre-school and should the absence continue past this date contact should be made again to confirm the reason for the ongoing absence.

Where a child is part of a child protection plan, or during a referral process, any ongoing, unreported absences will immediately be reported to the Local Authority children's social care team to ensure the child remains safe and well.

The management team will monitor children's absence and should there be a pattern of reoccurring or prolonged absence without contact from parents/carers then the settings Safeguarding Policy may be implemented.

Collection of a Child, Uncollected Child and Late Collection of a Child

This policy lays out Rough Common Pre-School's procedures for collection of children, the steps we take in the case of an uncollected child and details of our late collection procedures. In the event that a child is not collected by an authorised adult at the end of a session or day, we put into practice these procedures which ensure as far as possible the child is cared for safely by an experienced practitioner who is known to the child and who can provide reassurance to the child.

Procedures – Collection of a Child

Parents/carers of children starting at the setting are asked to provide the following specific information which is recorded on our Registration Form:

1. Home address, telephone numbers - home, mobile and work as applicable. This information is required for both parents/carers where applicable.
2. Names and telephone numbers of adults who are authorised by the parent/carer to collect their child from the setting, for example a childminder or grandparent
3. Details of who has parental responsibility for the child
4. A Password

Parental responsibility must be verified by a member of the management team. Parents/carers will be asked to provide the setting with the original document to allow this information to be recorded. We do not allow children to leave the premises with anyone other than those named on the Registration Form or in their file except when a person with parental responsibility for the child gives prior permission. We do not allow children to be collected by anyone under the age of 16 years unless this has been previously agreed with the management team.

On occasions when parents/carers are aware that they will not be at home or in their usual place of work, they must inform us of how they can be contacted in an emergency.

On occasions when parents/carers or the persons normally authorised to collect the child are not able to collect the child, we must be provided with full details of the name of the person who will be collecting the child, and an up-to-date photo must be sent to the setting mobile phone or via the Family app. If the person is not known to us, the person collecting the child must be able to show photographic identification and use the password that is on file for the child.

In the event that we are unable to get hold of the parents/carers when a child needs to be collected due to illness, we will call all the emergency contacts listed on the child's registration form. We can take verbal authorisation from a person with parental responsibility for another person to collect the child (who may or may not be on the authorised list) provided a photo is provided and the person collecting the child is able to show photographic identification and use the password that is on file for the child.

Parents/carers are asked that if they are not able to collect the child as planned and no-one else is available to collect the child, they must inform us as soon as is reasonably practicable so that we can begin to take back-up measures.

If we suspect that anyone collecting a child is under the influence of alcohol or any other substance, we will not release the child into their care and will make alternative arrangements with emergency contacts for the child to be collected. If alternative arrangements are unable to be made, we will act on advice from social services. In this situation safeguarding procedures will be followed.

Procedures – Uncollected Child

The following procedures apply if a child remains uncollected after the setting has closed or the time that the child was due to be collected (applicable if a child attends shorter sessions)

- In the first instance we will try to make contact with the parents/carers who are listed as having parental responsibility on the child's registration pack and/or the individual who usually collects the child.
- If we have not been able to make contact with anyone after 10 minutes – we will call the persons listed on the emergency authorised contacts
- After 20 minutes – if we have been unable to make contact with the emergency / authorised contacts or the parents/carers we will contact the Central Duty Desk on 03000 41 11 11 and take advice from them
- The child will stay at setting in the care of at least 2 members of staff until they are safely collected either by the parents/carers, one of the people listed as an emergency contact or by a social worker
- Social Services will aim to find the parent/carer or relative. If they are unable to do so, the child will become looked after by the local authority
- Under no circumstances will a member of staff go to look for the parent/carer, nor will they take the child home with them regardless of personal relationships outside of the setting
- A full written report of the incident is recorded in the child's file, and we may inform Ofsted or other relevant parties if deemed necessary
- Depending on circumstances, we reserve the right to charge parents/carers for the additional hours worked by our staff

Procedures – Late Collection of a Child

Should a parent/carer or authorised person be 10 or more minutes late collecting a child on more than 2 occasions within the same term a charge of £10 will be issued for each late collection thereafter. Late collection charges will be invoiced via the Family app and must be paid before the child's next session. Failure to pay may result in refusal to accept the child until late fees are paid and reoccurring lateness may be regarded as a safeguarding concern and may require relevant steps to be followed in accordance with our safeguarding policy.

Procedures – General

Systems are in place for the safe arrival and departure of children. Registers are taken on the Family online system to record details of the children who are in attendance. The times children arrive and depart are recorded. Through thorough risk assessments, daily checks and staff vigilance we take steps to prevent unauthorised access to our premises and to prevent children from leaving our premises unaccompanied.



Missing or Lost Child

At Rough Common Pre-School we regard children's safety as the highest priority at all times, both on and off the premises. Through thorough risk assessments, daily checks and staff vigilance we take steps to prevent unauthorised access to our premises and to prevent children from leaving our premises unaccompanied or from going missing during an outing. In the unlikely event of a child going missing, our missing child procedure is followed.

Procedures - Child going missing on the premises

Arrival and departure times of all children are recorded using the Family online system.

As soon as it is noticed that a child is missing the Managers and Deputy Manager are alerted. Doors and gates are checked to see if there has been a breach of security whereby a child could have wandered out and the Managers will carry out a thorough search of the building and garden and all areas of the premises including the field and play park. If there are additional staff available that are not included in ratio for the children in attendance, then they will also be asked to search the local area. All other staff and children remain in the premises with all usual procedures being followed.

A Manager will call the police and report the child as missing and follow advice given by them
A Managers then calls the parent/carer to inform them that their child has gone missing
A Manager checks the register to make sure no other child has also gone missing
A Manager talks to the staff to find out when and where the child was last seen and records this on a "Missing Child Incident Report Form"

Procedures - Child going missing on an outing

This describes what to do when staff have taken a small group on an outing, leaving the Managers and/or other staff back in the setting. If a manager has accompanied children on the outing, the procedures are adjusted accordingly.

On all outings out of the setting, children are allocated partners and a designated adult in accordance with ratio requirements. No adult will be allocated more than 4 children.

As soon as it is noticed that a child is missing, staff on the outing ask children to stand with their designated adult and carry out a headcount to ensure that no other child has gone astray. One staff member searches the immediate vicinity but does not search beyond that. If the outing is taking place at an off-site venue, the staff contact the venue's staff and the venue's missing child procedure is then followed.

The staff member in charge will contact a manager immediately who will make their way the location (if not on the outing) The Manager calls the police and reports the child as missing and follows advice given by them. The Manager then calls the parent/carer to inform them that their child has gone missing.

Staff take the remaining children back to the setting, if possible, however the Manager remains at the venue until the police arrive and takes further advice from them.

Procedures – General

All details of any incidents involving a missing or lost child are recorded on a “Missing Child Incident Report Form” and a full investigation into the incident is carried out by a manager. The Manager will conduct investigation meetings with all staff, helpers or volunteers who were present in the setting or on the outing and written statements are obtained. The setting’s disciplinary procedure will be followed if necessary. A conclusion is drawn as to how the breach of security happened if applicable.

If the incident warrants a police investigation, all staff will be expected to co-operate fully. In this case, the police will handle all aspects of the investigation, including interviewing staff. Children’s social care may be involved if it seems likely that there is a child protection issue to address.

The incident is reported under RIDDOR arrangements, and the local authority Health and Safety Officer may want to investigate and will decide if there is a case for prosecution.

The incident is reported to Ofsted as soon as possible but no later than 14 days after the incident and the settings insurance provider is informed.

Procedures - Managing people

Missing child incidents are very worrying for all concerned. Part of managing the incident is to try to keep everyone as calm as possible. Staff will feel worried about the child, especially the key person or the designated adult responsible for the safety of that child in the setting or on the outing. They may blame themselves and their feelings of anxiety and distress will rise with the length of time the child is missing increases.

Staff may be the understandable target of parental anger, and they may be afraid. The Manager needs to ensure that staff under investigation are not only fairly treated but receive support whilst feeling vulnerable.

The parents/carers may feel angry, distressed and worried. They may want to blame staff and may single out one staff member over others; they may direct their anger at the Manager. When dealing with a distraught and angry parent/carer, there should always be two members of staff, one of whom is the Manager. No matter how understandable the parent’s anger may be, aggression or threats against staff are not tolerated, and the police will be called if this happens. We may also inform the safeguarding team if this happens.

The other children may also be sensitive to what is going on around them. They too may be worried. The remaining staff caring for them need to be focused on their needs and must not discuss the incident in front of them. The staff provide comfort and reassurance to the children.

In accordance with the severity of the final outcome, staff may need counselling and support. If a child is not found, or is injured, or worse, this will be a very difficult time. The Manager will use their discretion to decide what action to take.

Staff and parents/carers are not permitted to discuss any missing child incident with the press.

Safe Sleeping

Rough Common Pre-School aims to ensure that children have an opportunity to sleep to support their overall development and wellbeing. We actively promote safer sleeping practices as recommended by The Lullaby Trust and provide a variety of sleeping areas which include approved baby beds and sleeping surfaces. Babies and children are encouraged to regulate their own sleep patterns and by providing a range of sleeping areas we encourage children to be independent in their sleep routines.

To ensure we meet the need of each individual baby and child our staff will discuss individual routines with parents/carers when babies and children join our setting. These will be reviewed with parents/carers on a termly basis. Our staff will, where possible, ensure we work with parents/carers to follow home routines in the setting, however we will not force a baby or child to sleep or keep them awake against his or her will.

Staff will gently wake children after a specified time following parents/carers wishes, however should the child be reluctant to wake, the child's needs take priority over parents/carers wishes.

Our policy is to put all babies to sleep on their back as recommended by The Lullaby Trust, if a baby has a medical condition which requires them to be put to sleep on their stomach or side, parents/carers are asked to provide a medical note from the baby's doctor specifying their sleeping position. This note will be shared with members of staff in the baby room and kept on the child's file.

We provide information to support parents/carers with safe sleeping practices at home and recommend that parents/carers follow guidance from The Lullaby Trust as follows:

*"You should always place your baby on their back to sleep and not on their front or side. Sleeping your baby on their back (known as the supine position) every night is one of the most protective actions you can take to ensure your baby is sleeping as safely as possible. There is substantial evidence from around the world to show that **sleeping your baby on their back at the beginning of every sleep or nap (day and night) significantly reduces the risk of sudden infant death syndrome (SIDS).**"*

All our staff will receive training on our Safe Sleeping Policy as well as keeping themselves up to date about recommendations about Safe Sleeping practices.

Sudden Infant Death Syndrome (SIDS) is the unexpected death of a seemingly healthy baby for whom no cause of death can be determined based on an autopsy, an investigation of the place where the baby died and a review of the baby's medical history. Rough Common Pre-School believes that proactive steps can be taken to lower the risk of SIDS and that together with parents/carers, our staff can keep babies safe while sleeping. In order to support this belief, we practice the following procedures.

Procedures – Creating a Safe Sleeping Environment

Spaces around sleep areas are kept clear from hanging objects such as blind cords, hanging bags and any objects which could cause a hazard. Sleep areas are kept clear from soft toys however, if provided by parents/carers a comforter will be offered for those children who use one. Only cots approved by the British Standard or approved sleep surfaces are used. Firm, flat, mattresses will be used in all our cots. Beds will be cleaned weekly and where applicable mattresses will be cleaned and sanitised after each child's use.

We do not allow babies to sleep in car seats, bouncers or nesting rings. Babies who fall asleep in a pushchair are moved to a sleep area. This is to ensure that babies have the ability to move comfortably when sleeping and so that their heads do not drop which can lead to suffocation.

Each child and baby will be allocated their own bedding which is used solely by them. This is washed weekly or more regularly if required.

Procedures – Sleeping Babies and Children

We will follow each child's own sleeping routine and individualise our care to ensure we meet each baby and child's needs. Where possible we will follow the specified wishes of the parents/carers however the child's needs will take priority.

Babies are always put to sleep on their back. If a baby rolls onto their tummy they are turned onto their back again. Once a baby can roll from back to front and back again, on their own, they can be left to find their own position.

Babies will be put in the "feet-to-foot" position when being put to sleep and babies and children who fall asleep on a member of staff will be transferred to a safe sleeping area. When they have settled. Older children who fall asleep will be made comfortable and regularly checked.

Clean, light bedding will be used, and babies will be appropriately dressed to avoid overheating. Babies and children will not be left to sleep with their heads covered by blankets or bedding; beds will never be fully covered with blankets or bedding. Pillows will be offered to children over 12 months only.

When checking a baby during sleep our staff will look for a rise and fall of the chest, check the child's sleeping position and check their temperature by feeling their tummy or back of their neck. All sleeping babies and children will be checked every 10 minutes and this information will be recorded. These checks are monitored by the Management Team.

Staff are unable to accept children that are sleeping on arrival into the setting. Children must be awake and alert when they come to pre-school. Where children are asleep parents/carers will be asked to wake them up fully before handing them over to staff.

Dummy Policy

Rough Common Pre-School works with parents/carers regarding their choice for their child's use of a dummy. We recognise that some babies and young children rely on a dummy as a form of comfort and self-soothing. We aim to raise awareness of both the positive and negative impacts of the use of a dummy.

Where babies and young children use a dummy at home, we discuss the use of the dummy in the setting with parents/carers to ensure that the use of the dummy appropriately meets the best needs of the child whilst promoting the benefits and at the same time preventing problems which may arise from overuse.

Benefits of the Use of a Dummy

- Some research suggests that the use of a dummy may help to reduce the risk of Sudden Infant Death Syndrome, information from The Lullaby Trust regarding the use of dummies can be found on the Lullaby Trust website here: <https://www.lullabytrust.org.uk/baby-safety/baby-product-information/dummies/>
- There is also evidence that suggests the use of a dummy can encourage strong sucking patterns in very young babies, especially those born prematurely.

Disadvantages of the Use of a Dummy

- Dummies can cause a delay in speech development by impacting the articulation of speech and distort vocalisation, preventing babies from babbling or making cooing noises and toddlers from having conversations. As babies get older, they need to learn to move their mouths in different ways, to smile, to blow bubbles, to make sounds, to chew food and eventually to talk. As babies move their mouths and experiment with babbling sounds, they are learning to make the quick mouth movements needed for speech. The more practice they get the better their awareness of their mouths and the better their speech will be. The overuse of a dummy may restrict these movements from taking place and therefore effect a child language development. This may result in the need of speech and language intervention although iCAN suggests that any speech sound errors associated with dummy do usually clear as children grow older.
- Other impacts on development include the increased risk of middle ear infections (otitis media/glue ear) and the increased risk of dental problems and crooked teeth if used beyond the age of 3 years old.

Procedures – use of a Dummy and dummy chains

- Rough Common Pre-School will allow babies and young children to have their dummy when they are distressed or when they are settling down to sleep.
- When the child is awake or the distress has passed, the baby or young child will be encouraged to hand their dummy to their key person or adult in the room.
- We will never forcefully remove a dummy from a baby or young child who is unwilling to take it out, but we will continue to encourage them to part with it.
- Rough Common Pre-School discourages the use of dummy chains, and these will be removed from a baby or young child's clothing on arrival at the setting. Dummy chains are not used when babies or young children are sleeping.

Nappy changing and personal care

At Rough Common Pre-School we support children's personal care on a daily basis in line with their individual needs. We believe that all children need contact with familiar, consistent carers to ensure they can grow confidently and feel self-assured. Wherever possible, each child's key person will be responsible for changing nappies according to the child's individual needs and requirements.

We promote a continual two-way exchange between parents and key persons so that information is shared about nappy changing and toilet training in a way that meets the child's needs.

We have appropriate designated facilities for nappy changing which are separate to food preparation, serving areas and children's play areas.

Each child in the baby room has their own named caddie in which their clean nappies are stored. These are kept in the baby changing area. Nappies for children in our toddler room and pre-school room are stored in children's own bags in the corridor.

Soiled nappies are placed in a nappy sack before being placed in a bin. Bins are regularly emptied into an appropriate waste collection area.

Any non-prescribed nappy creams that children require, other than sudocream which we provide at the setting, must be handed to staff by the parent/carer and clearly labelled with the child's name. These must not be left in children's bags. Prior written permission for staff to administer nappy cream is obtained from the parent/carer via the family app and will be entered as a note for each nappy change that it is used.

Staff will wash their hands before and after each nappy that they change and will thoroughly clean and dry the changing table with antibacterial surface cleaner after each nappy change.

Nappy bags and personal care gloves will be kept out of reach of babies and children.

Reusable Nappies

Any soiling will be flushed straight down the toilet, and the disposable nappy liner will be placed in a nappy sack and into the bin

The used nappies will be sealed in a wet bag provided by parents, away from children and returned to parents/carers at collection

Safeguarding

We ensure the safety and welfare of all children during nappy changing and safeguard against any potential harm, as well as ensuring the staff member involved is fully supported and able to perform their duties safely and confidently.

All staff undertaking nappy changing will have suitable enhanced DBS checks and no child is ever left unattended during the nappy changing time

Intimate care routines do not take place behind a closed door and no cameras, tablets or mobile phones are permitted within toilet and intimate care areas.

Toilet Training

When developmentally appropriate, we work closely with parents to sensitively support toilet training in a way that suits the individual needs of the child and ensures consistency between home and nursery.

During the toilet training process staff will support children to recognise when they need the toilet and will provide access to potties, toilet steps and child seats within the toilet cubicles, staff will work closely with parents/carers to mimic as closely as possible the methods and strategies used at home. As toilet training progresses staff will support children to become more independent with their personal care encouraging them to take themselves to the bathroom and ask for help if it is needed.

Children who are toilet trained have independent access to toilet facilities and are supported by a member of staff when necessary.



Health & Safety Policy

Rough Common Pre-School is committed to maintaining a safe, healthy, and supportive environment for all children, staff and visitors in line with the Health and Safety at Work Act 1974 and the Management of Health and Safety at Work Regulations 1999.

We recognise our legal and moral responsibility to prevent injury and ill health and to ensure all setting practices meet or exceed current health and safety standards. We take all reasonably practicable steps to identify and mitigate risks, promote a culture of safety, and embed robust safety procedures across the Pre-School.

Risk Assessments

We are committed to ensuring that all staff are trained to recognise hazards and actively protect children from risk of harm by carrying out risk assessments on the setting. These are completed throughout the pre-school day and are regularly reviewed by the management team and updated termly where applicable to reflect changes to the environment.

Each area of the setting has an individual, dedicated risk assessment. This includes each garden, each area accessed by the children, the kitchen and each toilet. Staff use the assessments to ensure that these environments are set up correctly, are free from hazard and all risks have been mitigated, ensuring that the correct resources are available and safe to use. The kitchen risk assessment includes allergy management, cross contamination and infection control.

Employee Responsibility

All employees must:

- Comply with Health & Safety policy and procedures
- Co-operate with the management team on Health and Safety matters
- Take reasonable care of their own health and safety and that of others
- Report hazards, near misses, incidents or accidents promptly.

Training

All staff are provided with Health & Safety training as part of their induction process. This includes food hygiene and manual handling. This training is updated annually via team meetings and ad-hoc as changes are made to legislation.

All staff receive Paediatric First Aid training within the first 3 months of starting at the Pre-School which is updated every 3 years.

All training records and certificates are held in staff members personal files and reviewed regularly by the Management Team. Staff are given the opportunity to discuss training at their supervisions, and this is arranged and tracked by the Management Team.

First Aid and Emergencies

All staff hold a Paediatric First Aid certificate which is updated every 3 years as required by Ofsted. A fully stocked First Aid kit is kept in the office and smaller, mobile First Aid kit is available and taken out on trips and outings including local walks.

Emergency evacuation procedures are practiced regularly to ensure that all staff and children have been included. These are recorded and reviewed regularly by the Management Team.



Accidents that occur within the setting are recorded on the Famly system and reviewed by a senior member of staff before being sent to parents/carers. Head bumps or injuries are also recorded on a separate, paper form which includes regular monitoring. All head bumps are reported via a phone call to parents/carers before the accident form is sent. Where parents/carers cannot be reached by telephone a text message will be sent.

Accidents that occur at home or away from the setting are recorded on the Famly system as 'incidents'. Parents/carers are required to inform staff of any accidents or injuries that a child has obtained away from the setting on arrival at their next session. The member if staff will complete the online form and send this to parents/carers for acknowledgement.

All accidents and incidents recorded are monitored termly and action taken to eliminate recurring hazards or risks.

All medication is kept in either a locked medicine cabinet which is located in the office out of the reach of children OR in the fridge in a named container. This is only accessed by staff and administration of any medication is recorded on Famly and sent to parents/carers for acknowledgement.

Health and Hygiene Practices

All outdoor toys and equipment are regularly checked and inspected for damage and any equipment deemed unsafe is removed from play. Outdoor areas are checked daily for hazards including glass and animal waste.

Children safety gates are located on the office and kitchen doorways.

No smoking is permitted on the Pre-School premises, in the car park or in parked cars, this includes Vapes and e-cigarettes.

Rough Common Pre-School aims to embed this policy into daily practice by encouraging open communication about Health & Safety concerns, promoting a team wide commitment to ongoing Health & Safety of all and constantly and consistently reviewing risk assessments and improving safety measures within the setting.

Nutrition and Healthy Eating Policy

At Rough Common Pre-School We recognise the importance of providing healthy, balanced nutrition to support children's growth, development, and wellbeing. We are committed to promoting positive eating habits and ensuring that all food provided is nutritious, safe, and inclusive of children's individual dietary needs.

We work in partnership with parents/carers to encourage healthy choices and consistent routines both in the setting and at home.

To encourage safe, healthy and positive eating habits staff will sit with children during mealtimes and use social interactions to promote and encourage healthy and positive food choices and to minimise the risk of choking. Children will be encouraged to try new foods without any pressure, and we will promote independence at mealtimes, supporting children to make choices and cut and prepare their food.

What we provide

Children attending the setting between 8am and 9am will be offered a healthy breakfast. This may include wholegrain cereals, porridge and wholemeal toast. Breakfast items are chosen to ensure low sugar and a high nutritional value.

Healthy snacks are provided to all children in attendance mid-morning and mid-afternoon, these may include fresh fruit and vegetables, yogurt, crackers or breadsticks, crumpet and other wholegrain bread items, cheese, rice cakes, humous and other dips. Snacks are varied throughout the week to encourage children to try different foods and are chosen to ensure low sugar content and high nutritional value.

Packed Lunch

Parents/carers are asked to provide a healthy, balanced packed lunch. We encourage parents/carers to include foods that children enjoy but that also follow our healthy eating policy. These could include:

- Sandwiches or wraps with healthy fillings
- Fresh fruit and vegetables
- Yogurts or a dairy alternative
- Healthy savoury snacks
- A small treat or biscuit

Any foods that may pose a choking hazard must be cut appropriately. Round fruits, vegetables and other food including grapes, blueberries, cherry tomatoes and sausages should be cut lengthways in to quarters and any pips or stones should be removed.

Packed lunches should be provided in a lunch bag or box separate from the child's main pre-school bag. During summer months we recommend that freezer blocks are included to keep lunches cool, as we are unable to store them in a refrigerated area. We do not allow children to bring packed lunches to pre-school in a plastic carrier bag

We recommend that children's packed lunches avoid including:

- Sweets and chocolate
- Fizzy drinks and sugary drinks
- Highly processed snacks

Parents/carers are encouraged to consider portion size when packing children's lunches. Children will be encouraged to eat the packed lunch they have been provided with however staff will respect

children's appetite and individual preferences and will not insist a child finish's or eats all the food that their lunch contains. Parents/carers will be informed at collection if a child has not eaten very much throughout the day.

Lunches should NOT contain nuts or nut products. Due to allergies we are a NUT FREE SETTING

Allergies and Special Dietary Requirements

As a setting we accommodate special dietary requirements due to:

- Allergies and intolerances
- Cultural and religious dietary needs
- Medical dietary requirements
- Vegetarian and Vegan diets

Parents/carers are required to inform the setting, in writing, of any special dietary requirements that a child may have. Allergy information is clearly displayed in the food preparation area for all staff to see and the setting will review this with parents/carers annually. Should there be changes sooner than this parents/carers are required to inform the setting in writing as soon as possible.

Where a child experiences a severe reaction to a food item the setting will work with parents/carers to ensure this is managed appropriately. This may include restricting other children from consuming this item, providing alternative food preparation equipment or providing a dedicated preparation area.

Where a child has a special dietary requirement, where possible, the setting will provide a suitable alternative at breakfast and snack times to what is being offered to other children.

Drinks and Hydration

Fresh drinking water is available for all children to access throughout the day. Children in the baby room are required to provide a suitable drinking cup, while children in the Toddler Room and Pre-School room have access to fresh drinking water and cups in both the rooms and the garden which they are supported to access independently.

Cow's milk is offered to all children at breakfast and snack time. A dairy free alternative of oat milk is offered to children with allergies or special dietary requirements. Whole milk is provided for children aged over 1 year and semi-skimmed milk is offered to children aged from 2 years.

Children are permitted to bring a drink or smoothie of their choice as part of their packed lunch however any other drinks provided should be water only.

Food Safety and Hygiene

All staff hold relevant food hygiene training for the preparation and storage of food.

All food prepared at the setting is stored appropriately. Dates opened are noted on items to ensure that they are not consumed after the use by date and the fridge temperature is taken regularly and recorded daily.

All food preparation areas and eating areas are cleaned thoroughly after use with antibacterial surface cleaner.

Children are supported to independently wash their hands before snack and mealtimes.

Environmental and Sustainability Policy

Rough Common Pre-School is committed to promoting environmental responsibility and sustainability within the setting and in the wider community. We aim to develop children's awareness of the natural world and encourage respect for the environment through everyday practice, learning experiences, and positive role modelling. As we operate from a shared village hall, we work collaboratively with hall management and other users to minimise our environmental impact wherever possible.

We believe that small actions can make a big difference and that early year's education plays a vital role in shaping environmentally responsible future citizens.

As a setting we aim to reduce waste and encourage recycling and reuse, often through repurposing items within the setting for children to incorporate in their play. We will teach the children to use water and energy efficiently and also teach the children about caring for the environment, linking it to their play and learning and encouraging staff, children and parents/carers to adopt environmentally friendly habits.

Through play children will be encouraged to learn about our environment and those that live within it, focusing on caring for nature and other living things. They will be encouraged to re-cycle and reuse items and resources as appropriate and to respect our resources and equipment.

To help with waste reduction and recycling staff will encourage children to reuse resources for creative and learning activities and dispose of waste appropriately, alongside teaching them about proper waste management and disposal by separating recyclable materials from general waste where possible.

As a setting we use re-usable washcloths for staff and children rather than disposable hand towels.

Staff will teach the children about plants, animals and seasonal changes, using natural materials such as leaves, stones and wood in play and learning to help promote respect and responsibility within the environment and will encourage energy efficiency by making use of natural daylight where possible and using energy efficient lightbulbs in lamps where appropriate.

Working together with all our parents/carers and partners will help our environment to be more sustainable and make it a better place for our future generations to grow up in.

We assess the settings impact on the environment on a regular basis and put procedures in place to counteract this impact.

Supporting children with Special Educational Needs and Disability (SEND)

At Rough Common Pre-School we provide an inclusive environment for all children, including those with Special Educational Needs and Disability (SEND) or Additional Educational Needs (AEN). All children have the right to be supported to achieve the best possible outcomes, to share their learning and take part in activities and experiences alongside their peers.

Our Special Educational Needs Co-ordinators (SENCo), Simone Sinclair and Emma Hildersley, take overall responsibility for SEND.

We have regard for the Department for Education Special Educational Needs and Disability Code of Practice: 0-25 years (January 2015) which outlines the requirements that “early years providers should take to meet their duties in relation to identifying and supporting all children with special educational needs (SEN), whether or not they have an Education, Health and Care (EHC) plan”.

There are 4 main areas of SEND identified in the code of practice, and these are:

- Communication and interaction needs
- Cognition and learning difficulties
- Sensory needs and physical needs
- Social, emotional and mental health difficulties

Rough Common Pre-School is required to have arrangements in place to identify and support children with SEND (Special Educational Needs and Disabilities) and to promote the equality of opportunity for all children in the setting. These requirements are set out in the Early Years Foundation Stage (EYFS) framework, and we ensure that all statutory guidance is implemented and followed.

We work in partnership with parents/carers and other professionals or agencies to ensure we support all children with SEND. We identify the specific needs of children with SEND or AEN and we aim to meet these needs through a range of strategies.

We will at all times make sure parents/carers receive the information, advice and support that they need in order to participate in any decision-making process. We ensure parents/carers are closely involved throughout and that their insights inform action taken by the setting. We will involve parents/carers in the discussion of any early concerns, and throughout the processes in place to support their child.

Using methods such as observations, information shared by parents/carers, summative assessments and the progress check at age 2 enables the keyperson to identify concerns or continuous gaps in children’s development. Identifying gaps in development is crucial to ensuring early identification of needs and early intervention processes are implemented.

If concerns or gaps are identified, the SENCo and the child’s key person will meet with parents/carers to discuss the concerns and actions should be agreed to support the child. These actions could include to seek support and advice from the Equality & Inclusion team or support from other professionals. The SENCo will liaise with parents/carers on a regular basis about their child’s progress and involve them in the decision-making process for supporting their children.

By using The Graduated Approach – Assess, Plan, Do, Review - progress is continually monitored and is then reviewed with the parent/carer, SENCo and the child’s keyperson. A targeted plan is implemented if sufficient progress has not been made. This is done in conjunction with the parents/carers.



The Best Practice Guidance is used to identify what can be done to support the child's access to the Early Years curriculum from within the setting's own resources. If it is identified that further support, advice or training may be required then a referral to the Professional Resource Group (PRG). A referral can only be made to the PRG with written consent from a parent/carer. During the PRG meeting, the Early Years Quality Advisor may recommend personalised intervention and if appropriate a recommendation will be made for an outside professional to meet with the child and the SENCo or key person.

Should personalised interventions be recommended the child will be placed onto a personalised plan. Any children who require personalised support will be supported by the SENCO and the child's key person. Throughout the process the child's progress will be monitored and reviewed and information will be shared with the child's parent/carer.

Consent will be sought prior to any external parties being involved with a child, with the exception of the Equality and Inclusion team when observing individual children or reviewing information anonymously. Consent is not required if there are Safeguarding concerns about the child and a referral is being made to the Social Care team.

The process of targeted plans, referral or working with other professionals may differ from the order in which it is listed above depending on the needs of the child and consent from parents/carers.

Our SENCo will provide coaching, advice and support for practitioners working with children who have been identified as having SEND and will ensure that practitioners are working towards achieving agreed targets for these children. We will ensure that all relevant staff undertake the necessary training to support the children they are working with, depending on the child's area of need.

Complaints Procedure

Rough Common Pre-School believes that children, their parents/carers are entitled to expect courtesy and prompt, careful attention to their needs and wishes. We welcome suggestions on how to improve our setting and will give serious attention to any concerns about the running of the setting.

We anticipate that most concerns will be resolved quickly by an informal approach. If this does not achieve the desired result, we have procedures for dealing with concerns and complaints. We aim to bring all concerns about the running of our setting to a satisfactory conclusion for all the parties involved.

Procedures – record keeping

We keep a written record of all complaints received, their investigations and outcomes. This information is available upon request to Ofsted inspectors. If the complaint involves a safeguarding investigation or member of staff the Manager may wish to store all information relating to the investigation in a separate file designated for this complaint

Procedures - Making a complaint

Stage One – Verbal, Informal

We request that any parent/carer who has a concern about an aspect of the setting's provision discusses this with a member of the Management Team, and we aim to resolve complaints amicably and informally at this stage

Stage Two – Writing, Formal

If stage one does not have a satisfactory outcome, or if the problem recurs, the parent/carer moves to stage 2 of the procedure by putting the concerns or complaint in writing to the Management Team. When the investigation into the complaint is completed, a member of the Management Team meets with the parent/carer to discuss the outcome. Parents/carers must be informed of the outcome of the investigation within 28 days of making the complaint

Stage Three – Meeting, Formal

If the parent/carer is not satisfied with the outcome of stage one or two of the complaint's procedure, they can request a meeting with a member of the Management Team. The parent/carer is entitled to be accompanied by a friend or partner, and the Manager should have a note-taker present. An agreed written record of the discussion is made as well as any decision or action to take as a result. All the parties present at the meeting sign the record and receive a copy of it. This signed record signifies that the procedure has concluded

Stage Four – Mediation

If at stage three of the complaint's procedure the parent/carer and the Management cannot reach an 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 taken so far and suggest further ways in which it might be resolved. The mediator keeps all discussions confidential. They can hold separate meetings with the Manager and the parent/carer, if this is decided to be helpful. The mediator keeps an agreed written record of any meetings that are held and of any advice they give

When the mediator has concluded their investigations, a final meeting between the parent/carer and the Manager is held. The purpose of this meeting is to reach a decision on the action to be taken to deal



with the complaint. 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 on the action to be taken, is made. Everyone present at the meeting signs the record and receives a copy of it. This signed record signifies that the procedure has concluded

Stage Five - Ofsted

If after the above stages a satisfactory resolution cannot be met, parents/carers can contact Ofsted and follow their complaints procedure

The number to call Ofsted with regard to a complaint is: 0300 123 1231 and these details are displayed within the setting.

The role of the Office for Standards in Education, Children's Services and Skills (Ofsted) and the Local Safeguarding Children Board

Parents/carers may approach Ofsted directly at any stage of this complaint's procedure. In addition, where there seems to be a possible breach of the setting's registration requirements, it is essential to involve Ofsted as the registering and inspection body with a duty to ensure the Safeguarding and Welfare Requirements of the Early Years Foundation Stage are adhered to. If a child appears to be at risk, our setting follows the procedures outlined in our Safeguarding Exemplar Policy

