



SEND

(Special Educational Needs & Disability)

Local Offer: **Total Tots Ltd**

About the setting

Total Tots Day Nursery is a Private Limited Company.

Total Tots has three settings Lancaster; Morecambe & Westgate Total Tots provides Day Care for children aged 0-5 years.

All settings have age specific rooms aged, 0 - 2's room, 2 - 3's room and a pre-school room 3 - 4 years (Lancaster setting has an additional room 0-1 years)

Total Tots Limited registered with OFSTED.

All settings are open from 7.30am - 6.00pm Monday-Friday. (Excluding Bank Holidays)

Our SEND provision is developed with regard to the Special Educational Needs and Disability (SEND) Code of Practice: 0 to 25 years.

[SEND code of practice: 0 to 25 years - GOV.UK](https://www.gov.uk/guidance/send-code-of-practice-0-to-25-years)

Children's wellbeing and involvement is at the heart of what we do, Total Tots is committed to the inclusion of all children. We provide a positive and welcoming environment where children are supported according to their individual needs, enabling them to develop to their full potential.

Below is a list off they key staff from each setting:

Total Tots Lancaster	Total Tots Balmoral Road:	Total Tots Westgate:
Manager – Kara Sharpe & Deputy – Sam Howse/Amy Begg SENCO – Sam Howse Pico – Sam Howse & Amy Begg ENCO – Kara Sharpe Behaviour Officer - Kara Sharpe, Sam Howse & Amy Begg Safeguarding Nominated Officers- Kara Sharpe, Sam Howse & Amy Begg	Manager Kirsty Liver & Deputy- Lindsey Middlehurst, Sammy Mason & Jade North SENCO -Sammy Mason Pico – Lindsey Middlehurst & Sammy Mason ENCO- Kirsty Liver Behaviour Officer- Kirsty Liver, Lindsey Middlehurst, Sammy Mason & Jade North Safeguarding Nominated Officer- Kirsty Liver, Lindsey Middlehurst, Sammy Mason & Jade North	Manager- Megan Knowles & Deputy – Natasha Howson & Elena Delaney SENCO- Elena Delaney Pico – Natasha Howson & Elena Delaney ENCO- Megan Knowles Behaviour officer- Megan Knowles, Natasha Howson & Elena Delaney Safeguarding Nominated Officer - Megan Knowles, Natasha Howson & Elena Delaney.

SENDCO's (updated September 2026)

Total Tots Lancaster- Sam Howse

Total Tots Balmoral – Sammy Mason

Total Tots Westgate- Elena Delaney

Accessibility and inclusion

At Total tots we believe that every child matters and it is our goal to welcome all children and where necessary seek to provide additional support and resources to enable the inclusion of all children.

In line with the SEND Code of Practice, we aim to identify and remove barriers to participation and learning, make reasonable adjustments where required, and involve children and their parents/carers in decisions about support. We take account of the child's views, wishes and feelings in ways appropriate to their age and stage of development.

We believe that all children have the rights to high-quality care and education, and we aim to do this by:

- Ensuring that every individual will achieve, contribute, feel valued and enjoy learning within our environment.
- To identify and act on barriers which prevent participation.
- To create a positive atmosphere in which children and adults can gain mutual understanding and respect for each other regardless of ethnicity and culture, religion, ability, gender, age and social circumstance.
- To increase awareness of inclusion.
- To promote integrated provision

As a team we promote inclusion on a day-to-day basis for every child including children who may:

- Children with special educational needs.
- Children with English as an additional language.
- Children with medical needs.
- Children with physical and emotional needs.
- Children who are asylum seekers and refugees.
- Children from minority ethnic and faith groups.
- Children in care.
- Excluded children.
- Children with behaviour problems.

Our Westgate Total Tots setting is based in purpose-built buildings located within LCC Neighbourhood Centre.

Total Tots Lancaster is situated on a Business Park within 3-1-5 Health Club.

Morecambe Total Tots is based in a purpose-built building located within The venue centre.

All three settings are wheelchair accessible and based on the ground floor. There are parking spaces available at the front of all the settings and the building is accessed by an intercom system linked to all rooms, which is situated at a low height for parents to reach. Each of the three settings has an accessible toilet. Morecambe & Westgate have automatic doors.

There are parent/carer information boards in the entrance areas of all the settings. These include information about the setting, Policies and Procedures (these are available in bi-lingual languages or large print upon request) more information can be found on our website.

All the rooms are painted cream with display boards positioned at appropriate heights throughout the settings. Storage rooms are available in the settings to store any specialised equipment that may need to be used. Nursery equipment throughout the rooms is free standing therefore can be moved or rearranged if necessary.

Our nursery rooms have low wooden chairs, under 2's chairs have adjustable straps for safety when seated at the table and low wooden tables with adjustable legs are throughout the settings.

The rooms have rugs covering in various areas of continuous provision. All rooms have a quiet/story area with cushions, creating a cosy area for periods of rest and quiet time. (All settings have areas of continuous provision).

Toys are located at child height either set up on community play furniture or they are in baskets. Visual aids are used when needed to support children with the routines. Now and next boards are used as needed.

Each setting has available free flow to the outdoors by double/single accessible doors. The outdoor floor is covered by artificial grass. There is secure high fencing surrounding the nursery play areas.

Identification and early intervention

Children within our setting are closely observed and monitored through our robust observation, planning & tracking system. Each child who attends our setting will have their own personal “E Learning Journey” the Journeys are personal to each child holding observations. Children’s tracking is discussed with parents/carers.

The SEND Code of Practice emphasises that early years practitioners should be alert to emerging difficulties and respond early. Parents/carers know their child best, so their concerns and knowledge are an important part of our assessment and decision-making. Where concerns are identified, we work with families to understand strengths, needs and the support that may help the child make progress.

After the child’s sixth/eight week of setting in their Key Person will complete a Baseline Assessment against the Birth-5 matters document. This allows the child’s Key Person to form an understanding of the child’s current development & wellbeing within Birth-5 matters, also helping practitioners to identify what next steps to take or put in place early interventions and additional support if needed and how to move children on with Birth-5.

All settings screen children for speech and Language using a Toolkit called “WellComm” The toolkit deploys a unique traffic light system that clearly identifies children requiring immediate intervention, as well as those who show potential language difficulties. The WellComm Toolkit provides tailored intervention activities that can help improve language skills, whatever the age or ability of the child.



Red = consider referral to a specialist service for further advice/assessment



Amber = extra support and intervention required



Green = no intervention currently required

Parent/Carer Partnership; We invite Parents/Carers into the setting for drop ins and stay and play sessions. This gives you the primary carer the opportunity to talk with your child’s Key Person, share information and discuss your child’s learning and development and an understanding of what we practitioners’ parents/carers can do support your child’s learning at home and in nursery.

Alongside these documents we complete a 2-Year-Old Progress check. This is completed by the child’s key person and shared with the parents/carers. This allows us to identify and discuss any concerns either the child’s Key Person or parents/carers may have, allowing to set appropriate next steps & interventions. For some children this may mean a practitioner will review their development and set targets through use of planning to support them in a specific area. If we feel a child may need additional support, then a discussion about Early Years Help will be held with the parents/carer and where appropriate follow this procedure.

Identification and assessment for children with SEND

Where a child is identified as needing SEN support, we use the graduated approach described in the SEND Code of Practice: Assess, Plan, Do and Review. Assessment draws on observations, developmental information, the child’s strengths and needs, parent/carer views and, where appropriate, advice from other professionals. We agree intended outcomes, support and a review date with parents/carers, implement the agreed strategies, and review their impact on the child’s progress and development. This cycle is revisited and refined as the child’s needs become clearer. We have regard for the Code of Practice on the identification and assessment of Special Educational Needs.

Our three waves of provision mapping are used alongside this four-stage graduated approach: universal high-quality provision, catch-up support and SEN Support. The Assess, Plan, Do and Review cycle helps us decide what support is needed, evaluate its impact and determine next steps.

The Three waves of Provision Mapping are:

- Universal High quality of provision
- Catch up
- SEN Support

Universal High Quality of Provision	Catch Up	SEN Support
It is the nurseries responsibility to set out procedures to identify a child who is having difficulties and to take appropriate action to meet the child's needs. The staff will observe and record any concerns they have over a child. The SENDCO will be informed and kept updated with the procedure. When the child has been observed for some time and it is agreed that there is a concern, the SENDCO and/or key worker will discuss this concern with the parents/carers. Together we will decide how to address and monitor the concern. A discussion with parents will be held to discuss the child's progress. If there is limited progress, specific targets will be set for the child through differentiated planning or a written targeted learning plan (TLP). A date to review will be set. The child's progress according to the targets set will be reviewed. A further discussion would take place to see if the action taken has helped the child or if they need a more structured programme. If this is so the child will move onto the next stage.	It is at this stage when outside professionals offer support to the child. The SENDCO will seek parental permission to involve these outside professionals and agencies. Only when we have the permission of the parents can this stage go ahead. A request for involvement will be made and sent to the local inclusion team. Then our local inclusion teacher will make an appointment to visit the child and do an initial observation on the child and talk to SENDCO and key person. A report will then be written and sent to the setting with suggested target and what action to take next. If at this stage, the inclusion teacher does not see sufficient concern we will continue to monitor the child with observation and continue TLP. Parent/carer will be informed of our next steps. If at this stage, the inclusion teacher decides there is sufficient evidence for further support they will speak to the SENCO and parents/carers in regard to next steps and whether a EHCNA is required.	The SENDCO with parental permission will start the process for an 'Educational Health Care Plan' An EHC needs assessment request will be submitted, with the nursery, parents/carers and other professionals sharing information. A decision then will be made by the panel to whether they will carry out the assessment. If an EHCP is not necessary, then the child will stay at Catch up intervention and parents can go to tribunal if they don't agree with the decision. If one is granted the child will receive a draft proposed plan where they can amend and change before the final plan is drawn up and shared with parents and nursery. The EHCP will be reviewed every six months up to the age of five and then annually. The plan will set out the aims and objectives for the child and the provision required to meet the child's individual needs.

Practitioner's and Practice

Throughout Total Tots we have an effective Key Person system in place which ensures that each child has a Key Person who they can build a bond with and supports their learning and development. A key person helps a child settle into a nursery by developing a bond with both child and parents. This ensures the child feels safe, happy, confident and secure and therefore ready to play, learn and develop.

Our nursery follows the Birth to 5 Matters framework, with each room thoughtfully enhanced to reflect the appropriate ages, stages and developmental needs of the children. Weekly planning is created by practitioners in response to children's current interests, observations and identified next steps, while also introducing new experiences that extend learning and curiosity. Each room offers a range of provision areas that are regularly enhanced, supported by clear intent for learning delivered through purposeful adult-led activities. Planning and provision are rooted in the prime and specific areas of learning and the Characteristics of Effective Learning, ensuring a holistic, child-centred approach.

Activities are adapted to meet individual developmental needs, with the SENCO providing guidance to practitioners so that children with special educational needs can access learning meaningfully and successfully. Children are active participants in their learning journey; they contribute to their next steps, influence planning, and are encouraged to express their views about their experiences and progress.

The SEND Code of Practice places the graduated approach at the centre of SEN support. The child's Key Person remains closely involved in day-to-day implementation, supported by the SENCO. We ensure that practitioners understand their responsibilities for children with SEND, that parents/carers are closely involved, and that advice from specialists is shared and used appropriately to support the child.

Provision mapping is a tool used to ensure that the setting is inclusive and includes all children. We use Provision mapping across all our nursery settings.

Provision and resources

Audits on our provision to ensure that all resources meet all children's needs these are completed on a termly basis and indicate if we need new resources for example if we have no books with brail writing or no sensory equipment available, a development plan is then set from this audit. We have a wide range of different sensory resources in nursery to support children with SEND.

As part of a package from LCC when we are supporting children with SEND in the nursery setting, we may sometimes get funding. This funding if approved could provide more individual support or it could buy specialised resources that the individual children may need to enhance their learning and development.

We work with our SEND inclusion teacher to ensure that we are providing the correct package for all our children. We have strong working relationships with many outside agencies, and our practitioners are confident in working with external professionals to support all children in our care. Where a child continues to make less than expected progress despite appropriate support, we will consider, with the parents/carers and where appropriate with their agreement, advice or involvement from relevant specialist services. Any specialist advice will inform our planning, adaptations, resources and review of outcomes.

Transitions

Starting nursery, moving from one room to another, changing settings or starting school is an exciting time for children but can also be a challenging and anxious time for both children and their parent/carers. We are committed to putting the needs of the child first whilst working with each other, parents/carers and other professionals to make transitions as smooth as possible for all concerned. The SEND Code of Practice states that SEN support should include planning and preparing for transition. For children with SEND, transition planning will begin in good time, involve the child and parents/carers, and include sharing relevant information with the receiving setting or school, with appropriate agreement and regard for confidentiality. We will review current support and identify any adjustments or specialist input needed to help the child experience continuity of provision.

Starting Nursery

We try to make the transition from home to nursery as stress free as possible by following our 'Settling in' policy. Before a child starts to attend nursery, we use a variety of ways to provide his/her parents with information. These include written information (our prospectus and policy booklet electronically via our website [Total Tots Day Nursery in Lancaster and Morecambe](#), Parent/Carer show rounds and our website which has details of nursery activities and a link to Ofsted for our inspection report.

- Visits will be arranged; these are short visits to the nursery and a time for children and parents/carers to meet staff members and the key person. This allows the child to familiarise themselves with the environment. The number of settling in visits and length of time is flexible depending on the individual needs of that child.
- We ensure that parents/carers are given plenty of information about all aspects of the nursery before their child starts. They will receive an Evidence me link where they can access a welcome letter and further starting nursery and keyworker information. Also, they will receive an 'All about me' form which needs completing and returning back prior to their first visit. Sharing this information prior allows practitioners to have an insight before their visit and highlight any further information to discuss on their first visit. Parents/carers have opportunities when dropping off and collecting their child to talk with their key person and other practitioners about their day, they can also access the parent portal app which is shared prior to starting. This portal app is a live stream app where parents can see meals, nappies, bottles and sleeps throughout the day.
- It is clear to parents/carers from the start that they are welcome and supported at the nursery for as long as it takes to settle their child, and subsequently during their child's time at nursery.
- Each child is different, so we work with parents/carers to find out the best way to ease their child into nursery life.
- The nursery has a daily routine that we feel is very important to the children as it allows them to know what is happening next, when they will be collected etc.
- Parents/carers are welcome to telephone throughout the day to see how their child is or contact us on the parent portal app.

Transition from Room to Room

Although children moving from room to room have usually been with us for some time, we still see this as an important transition for them and feel that it is important that this is planned and carried out in a way that meets the needs of each individual child. We ensure parents are notified of transition dates via evidence me.

- At the Lancaster setting children in the baby room will transition from 15months into their next room 15-2years.
- From 15-2years children will transition to the 2-3 room on or around their second birthday. Prior to this they will start a 'Rising 2's' group. This is a great opportunity for children to experience the routines and areas of provision before their official transition dates.
- Before they transition their current key person will document and share relevant information with the new key person such as nap times, allergies and medical needs.
- The child's new key person will introduce themselves to the child's parent/carer and give them any information that they may require on the 2-3 room such as daily routine.
- The same routine applies when children move to pre-school they will start 'Rising 3's and move on or around their third birthday.

Attending another setting or Transition to another Setting

We will endeavour to have regular, effective communication in place where a child attends more than one provision at any one time, to ensure a smooth transition. We have set up a shared care document that we use to ensure a smooth transition for children who attend one or more setting this allows us to meet with the other setting and work together to provide best possible outcomes for the child.

Sometimes children will move to a new setting. In this situation we will ensure that the child's E Learning Journey and records at the time of transition are fully up to date and ready to pass on to the new setting. If needed, and with the parents'/carers permission we are always available to talk with the new setting and share any information that may be deemed useful.

Transition to School

The move from nursery to school is a big step for both children and their parents/carers. We ensure smooth transitions by:

- Completing a school transitional report within nursery. This document is shared to the child's school. The report consists of keyworker comments, parents' views as well as the child's voice.
- Reception teachers are invited to visit the nursery during the summer term. This is a time for them to introduce themselves to the children and talk with each child's key person. This communication helps to ensure continuity of learning for the child.
- In the summer term the children go to the school with their parents/carers for stay and play sessions in the reception classes, given by the reception teachers. Again, this allows children to familiarise themselves with the environment and meet the teachers.
- We provide school transition bags, books and spare uniform to help with the school readiness.
- If the child transitioning has SEND, we will ensure that a meeting is held with all involved agencies and the new setting/school to ensure that all relevant information is passed over and the transition is as smooth as possible.

By ensuring that all of things are in fully in place we hope to make all transitions for children and their parents/carers as stress free as possible.

SENDCO's (updated September 2026)

Total Tots Lancaster- Sam Howse

Total Tots Balmoral – Sammy Mason

Total Tots Westgate- Elena Delaney

Staff Training

Most practitioners in our settings are qualified to level 3 or above.

All managers and deputies are qualified level 3-5. We strive for a qualified and knowledgeable team and often promote in house training and local training for all our staff. Training needs are identified and discussed through regular supervisions/appraisals. All SENDCO's have attended SENDCO training and regularly attend 'SEND clusters. All current practitioner's complete statutory welfare training and complete CPD training.

In line with the SEND Code of Practice, the SENCO supports practitioner to identify and meet SEND, ensures parents/carers are closely involved, and liaises with relevant professionals and agencies. Training and development needs identified through the graduated approach, supervision, appraisal or specialist advice are considered as part of our ongoing staff development.

Currently (Sam Howse) SENCO has completed their Level 3 Award for Early Year SEN Coordination (Early Years SENCO certified) Sammy Mason & Elena Delaney in progress expected completion Spring 2027.

Further Information

Our setting has an open-door policy, if any parent/carer has any questions or needs any advice, they can discuss this with any member of the Total Tots team.

We believe respectful feedback is essential for maintaining positive relationships and fostering improvement.

We will keep our SEND provision under review and use feedback from children, parents/carers, practitioners and relevant professionals to help evaluate and improve the quality and breadth of support we provide. This reflects the SEND Code of Practice expectation that early year's providers regularly review and evaluate their SEND arrangements.

You can email any suggestions & feedback to totaltotsfeedback@gmail.com

FAQ

How does the setting know if children need extra help and what should I do if I think my child may have special educational needs?

At total Tots we do ongoing observations and assessments to identify delays in children's learning and development. These gaps will be discussed with the settings SENDCO keyworker and room leader, and appropriate steps will be taken. If you have concerns on your child's development, you can request a meeting/drop in with your child's key worker/room leader and or SENDCO to share your concerns and discuss actions.

If a child may need SEN support, we will discuss this with the child's parents/carers and use the graduated approach of Assess, Plan, Do and Review. Support will be tailored to the child's individual strengths and needs, with clear intended outcomes and a review date. Parents/carers will be kept informed and involved throughout, and the child's views will be taken into account where appropriate.

Who can I contact for more information?

If further specialist advice is needed, the SENDCO can work with parents/carers to consider appropriate services and agree how their advice can be used within the child's support plan. Where an Education, Health and Care needs assessment may be appropriate, the SENDCO will discuss the process with the family and relevant professionals.

The first point of contact within your setting is your child's key person. The settings SENDCO and manager will be available to offer you advice and guidance.

Special educational needs and disabilities (SEND) - local offer

<https://live.lancashire.gov.uk/children-and-families/special-educational-needs-and-disabilities-local-offer/>