



Special Educational Needs Information

At Mells Nursery we support **all** children to enable them to achieve in the Early Years Foundation Stage.

To do this many steps and processes are undertaken to support them through their learning journey – you can see evidence of this in their individual learning diaries.

Our quality provision, planning and delivery help to support our children: however, for some there are occasions where further additional support may be needed to help them achieve their targets and progress throughout their learning.

To help you understand these processes and to support you as a family, we've compiled information for you in this package.

The Special educational Needs Co-ordinator for Mells Nursery is:

Rhiannon York

Supporting Children with Special Educational Needs.

We are passionate about supporting your child with their transition to Mells Nursery and understand that this is an exciting but sometimes challenging time. We offer a full induction, which is very much led by your individual child and their needs. During your first visit you will be making decisions about whether this is the right place for your child. We understand this is an important decision and welcome your visits and questions.

In the weeks preceding your child's start at the nursery, Katherine the Nursery manager, and your child's key person will visit you and your child at home – this gives us a chance to have a little 1:1 time with you, to begin to get to know your child, and offer you the chance to tell us anything we need to know. We will use this as a time to talk about our joint strategy for your child's induction.

We will talk to you after each session to see how we want to go forward with the next session. This induction process is flexible and will work around your child's needs.

We also communicate with you through our weekly newsletter, and our website also carries information you may want to look at.

We treat all children as individuals to help them achieve their potential, and to ensure they enjoy their time with us at Mells Nursery. In order to do this, we use our planning, informed by our observations and weekly meetings to plan for any specific needs and areas of interest. We support different ages and stages of development and follow children's lines of enquiries, differentiating our activities and planning according to all our children's needs. We constantly review our practice to support children's learning and help children to make progress using, for example - letters and sounds, outdoor learning, schemas, ECAT.

We see parents, children and staff as partners in learning and we support and encourage dialogue and good relationships throughout. If this is difficult, for example through language/hearing/speech or social needs we will work together to make our nursery accessible.

We believe in good communication. We use several different strategies within the nursery day to deliver this, including modelling communication and language, STC, feelings and emotions resources, incorporating a quiet area and bubble time.

We are a fully accessible setting, with wheelchair access and disabled toilets. Both our inside and outside spaces can be used by all, and we have ensured we can adapt spaces according to the needs of our children and adults.

When the time comes for your child to progress on to school, we welcome visits from new teachers and will work with them and families to ensure the transition is a positive experience.

Roles and Responsibilities of Key people

When your child starts with us, they will be allocated a key person, who will be introduced to you and your child at your initial home visit.

As a nursery, we all take a part in caring for and observing your child. Your key person will be your main point of contact and the person who settles your child into their new environment. They will take the lead in planning activities that are specific for your child, based around their interests and needs.

Your key person will gather information about your child and collate observations for your child's learning diary, focusing on all 7 areas of the Early Years Foundation Stage. Each term we assess your child's development using the Development Matters framework, ECAT and our knowledge of child development. We use this to inform our future planning and decide upon your child's next steps. Within the setting this data is used to highlight areas of need and helps the manager and SENCo to target groups or individuals for support. The key person will also be responsible for undertaking a 2-year-old development check.

Your child's learning diary can be viewed at any time, by you and your child, but we will also make time within the year for you to come and view it with your child's key person. We encourage the children to look at their learning diaries and make comments on it whenever they like. We provide WOW stars for the whole family to contribute and celebrate your child's achievements and interests at home.

If you want to make additional time to speak to your key person, talk to us in person or either by phone or email and we can ensure a time can be set for you to do this away from the nursery floor in our community room.

Your key person will also be responsible for any medication required by your child and may work with the SENCo if any training is needed to support your child's medical need.

Roles and Responsibilities of the Special Needs Co-ordinator

The SENCo is responsible for the operation of the Special Needs Policy and co-ordination of specific provision made to support individual children.

All children develop differently, and may at some time or another, fall outside of their expected typical development. It is during these times that we may approach you to offer your child some extra support if we feel it necessary. Your child's Key person will then liaise with the SENCo to help with moving forward with one or more of the areas of learning. We work actively with you as the people who know your child best, and we welcome your input, as together we work strongest with the best interests of your child at our core.

If you have any concerns about anything to do with any area of your child's life, such as a change to your family situation; a new baby, a bereavement, a family separation, a move to a new area or moving up to school or a developmental concern then we can support you in a number of ways.

We will work with you to ensure we gain the very best support for your child. We can work together within the nursery to set specific targets by planning activities to support your child, or we may break these targets down through the use of an IEP, to make any stumbling blocks more manageable. Sometimes, the SENCo may ask, with your permission, for the support of external agencies to come in to help your child further progress.

We support and value the input from other professionals who frequently visit us at our setting and Liz attends termly SEN cluster meetings. This helps us to build good working relationships and keeps us up to date with training, policies and best practice.

If your child joins us, and you feel they need extra support, other than what is offered by the key person, or if they are already accessing services offered by the County or health service, we will set up a Nursery Entry Planning Meeting, for you and the professionals involved with your child to come together to discuss how to best care for your child.

Every situation is different. Our SENCo will be able to use their knowledge and contacts to ensure you and your child get the specific support you need. We will make set times for you to share information with us and discuss your individual child's plans and progress.

We look forward to being partners in all children's learning and sharing this exciting adventure with families.

There are many SEN terms that are abbreviated which can be confusing! Below is a glossary of commonly used SEN terms, relevant for you and us.

SEN	Special Educational Needs
SENCo	Special Educational Needs Co-ordinator
SEND	Special Educational Needs and Disability
SaLT	Speech and Language Therapy
OT	Occupational Therapist
EYA	Early Years Advisor
Area SENCo	Special Educational Needs County Coordinator & Advisor
EYFS	Early Years Foundation Stage
LEA	Local Education Authority
IEP	Individual Education Plan
EP	Educational Psychologist
EAL	English as an Additional Language
CP	Child Protection
COP	Code Of Practice
CAF	Common Assessment Framework
ASD	Autistic Spectrum Disorder
BESD	Behavioural Emotional & Social Difficulties
VI	Visual Impairment
HI	Hearing Impairment
LAC	Looked After Child
ADD/ADHD	Attention Deficit/Hyperactivity Disorder
ECAT	Every Child A Talker
STC	Somerset Total Communication

Useful Contacts

Health Visitor contacts –

Mendip

Frome – 0300 323 0118

Shepton Mallet – 01749 341106

Wells – 01749 836683

Glastonbury – 01458 834851

Street – 01458 840552

Mells Nursery – 01373 813978 or email office@mellsnursery.co.uk

Somerset Council Early years – <http://www.somerset.gov.uk/childrens-services/early-yearsfor-families>

Critchill resource library - <https://slp2.somerset.gov.uk/schools/critchill/Pages/LSC.aspx>

Local Children's centres - <http://www.somerset.gov.uk/childrensservices/childcare/childrens-centres/>