

Apple Tree Day Nursery

Brief description of the setting

We are an 85 place nursery and the age range of children is from 0-11 year old.

How we identify if your child may need additional help and/or has special educational needs (SEN)

We identify through various observations taken, we would have meetings with parents and health team and we would also seek advice from PSIT.

How we involve parents and carers in meeting the needs of their child and in whole setting developments

Through pre-entry meetings, SEN meetings, daily handovers with parents, home diaries. We also have an open door policy so parents and carers can ask questions or seek advice at anytime.

How we will involve your child in the planning and review of their support

We inform and discuss strategies with the child where appropriate taking into consideration their age and development.

How we match the curriculum, teaching and learning approaches if your child has SEND

We implement appropriate interventions to reach the next milestones and their development level.

How we provide additional support if your child has learning needs

Additional support is offered through differentiation in planning and activities, EIA where appropriate, more developmentally appropriate resources.

How we provide additional support if your child has social and communication needs

Smaller group activities, simple wording when communicating, using concrete objects for children to visualise, Makaton and making sure there's a familiar adult.

How we provide additional support if your child has physical, sensory and/or medical needs

Long term health plans will be put in place; we have disabled access toilet facility. Allergies are displayed throughout the nursery so they can be seen by all staff, appropriate changes to the building depending on need.

How we provide help to support your child's emotional health and well being

Settling sessions are offered for when children first start, we have a key worker system in place so children are able to form a relationship with an adult, circle and review time.

How we promote developing independence

We allow children to independently access the toilets and an adult will check, self-catering snack, dressing, child-initiated play.

How we measure and review your child's progress against their targets and longer term outcomes

EYFS, tracking, plods, planning, early learning journal, and person centred plan, personalised learning plan.

How we adapt the learning environment and ensure that our school facilities are safe and welcoming to children with SEND

Resources are minimised, risk assessments, enhancements.

How we include children with SEND in the life of our setting

Differentiation to planning and activities and enhancements based on children's interest.

How we ensure that all our staff are trained and supported to meet a wide range of children's needs

We have a trained SENCO who regularly attends SENCO Networking meetings.

External support and expertise we can call upon to help us to meet children's need

Pre-school inclusion, speech and language therapists, health team and aim higher.

How we prepare children to join our setting

Pre-entry meetings with parents, getting to know your child, settling in sessions and 'What to Expect When?' document.

How we prepare children to move on from our setting

Transition with child to school with key person, we have good relationships with are local school and arranging meetings with other settings.

How we deploy our resources to meet the needs of children with SEND

Making sure they are age-related and developmentally appropriate.