



Special Educational
Needs & Disability

The Local Offer

**Tiddlers Day Nursery: 133097
480 Bath Road, Saltford, Bristol, BS313DJ.**

Tiddlers Day Nursery opened in March 1997 and has been at the centre of Early Years care in Saltford since then. Set in a converted bungalow on the main A4 between Bristol and Bath. Tiddlers offer half day sessions as well as full day sessions Monday to Friday between 7.30am-6.00pm, 51 weeks of the year. We also have two year funded places.

At Tiddlers we welcome children with special educational needs and/ or disabilities (SEND); we have a named Special Educational Needs and/ or Disabilities Co-ordinator (SEND CO) Miss Abigail Gilbert.

We recognise that we will need to consider the individual needs of children when planning using Early Years Foundation Stage (EYFS) our aim is to make all areas and resources accessible to the individual needs of all our children. We continue your child's routine to keep consistence.

'To provide the highest quality of care and education in a warm, loving, friendly and safe environment'

Partnership with parents plays a key role in enabling children and young people with SEND to achieve their potential, with key information, knowledge and experience contributing to the shared view of the child's needs and the best way to support the child. Parents will receive verbal communication about their day at the end of each session.

We recognise the importance of early identification and assessment of children with special educational needs/disabilities and the vital role of parents/carers in the identification, assessment and response to their children's special educational needs and/or disabilities, and every effort to involve the child in decision-making about their needs.

Part of the child's key-worker role is observing the child within play, with several observations the key-worker will write a summary, collaborating the observations. Using the summary the key-worker will seek to see if the child is making progress or needs more support in any of the learning areas. Similar to the summaries will also complete a two year check on children between 24-36 months this also will help us spot if a child need more support.

The key worker and/or SENCO will identify a child with SEND and will devise interventions that are additional to or different from those provided as part of our usual curriculum and strategies. Strategies employed to enable the child to progress will be recorded within an Individual Education Plan (IEP). The child will be added to the SEN Profile. In consultation with parents/carers, the SENCO will take the lead in gathering information about the child from other professional who may already be involved with the child (e.g. Health Visitor, Social Worker, Speech and Language Therapists etc.). With parental permission, the SENCO may discuss the child's needs with our setting's Area SENCO.

Advice by outside specialists will be sought in order to devise a new IEP with more specialist strategies and targets. A request for help from external services is likely to follow a decision taken by the SENCO in consultation with parents at a meeting to review the child's IEP. We can provide information about additional support.

In our early years setting we have the following facilities and resources for children with special educational needs and/or disabilities:

(E.g. changing facilities, particular toys and/or resources, quiet areas and sleep room, visual time tables and now next cards, staffs use Makaton signing and feeling cards etc.) Furniture is moveable so the rooms can be changed around if needed. We benefit from our building being on one level which has wide doors to a large outdoor area for children to use. Resource requests will normally be related directly to the child's IEP targets. Children with care plans and on long term medication will be reviewed every three months unless needed or informed before.

At Tiddlers we believe that transition is a crucial time for all children – but particularly for children with identified special educational needs and/or disabilities. As far as is possible, we will do everything that we can to facilitate a smooth transition for our children moving to other settings. We will invite staff from the receiving setting to transition meetings and will pass information (Individual Education Plans, observations, ideas for successful strategies etc.) As well as the 'All About Me, learning diary' about individual children to their receiving setting. As far as possible we aim to contact the child in their new setting once the transition has occurred.

At Tiddlers we are committed to providing and facilitating attendance at in-service training in the area of SEND for the led practitioner and managers. We have regular meetings with staff to identify the training needs of individual staff. All practitioners have an up to date paediatric first aid and food hygiene and many trained in Makaton and risk assessment. Our practitioners have been with us for many years.