



Levels of Support

Specialist Offer

Highly specialised and targeted interventions for a small number of children. This includes highly tailored interventions for children with varying complex needs.

Targeted Offer

Some children receive specific, additional and time-limited interventions within the nursery session. This might focus on specific speech and language needs or listening and attention.

Universal Offer – Quality Inclusive Teaching

Considering the learning needs of all the children in the classroom. Our approach revolves around excellent key people relationships with parents/carers/children and matching the learning through a developmentally appropriate and inclusive learning environment.

Universal Offer

High quality, inclusive teaching, delivered through a Key Person approach, where the learning needs of all children are considered. This includes providing an accessible and enabling learning environment and differentiating learning activities and opportunities.

Personal Social & Emotional Development

- Allocated Key Person.
- Home and nursery visits.
- Settling sessions.
- Ongoing contact with Key Person, informally and through pre-arranged parents' meetings.
- Half termly Come & Play sessions for parents and their child.
- Learning Journey approach to recording children's experience and opportunities from nursery and home.
- High level of qualified teachers, early years educators and assistants.
- All staff use set visuals to support understanding and routines.
- All staff use key Makaton signs to support understanding and communication of needs.
- All staff are trained to support children's speech, language and communication needs.
- All staff receive regular safeguarding training, with additional named Designated Safeguarding Leads.
- Excellent links with local paediatric services.
- Excellent links with local infant and primary schools to aid quality transition to school.
- Emotional Literacy Support Assistants (ELSAs) provide regular input into developing the emotional literacy of individuals and groups.
- Adult-led lunchtimes, where children are encouraged to lay the table, pour drinks and be involved in clearing up afterwards.
- The nursery environment is arranged to develop independence and to challenge. Children are encouraged to access their own resources, free-flow between learning spaces, rolling snack time and water, and free access to hand washing and age-appropriate toilets.



Tracking Information

We follow the Early Years Foundation Stage Curriculum. We use Birth to 5 Matters to inform our understanding of child development and next steps. Professional observations are used to fully understand children's learning and enables us to track an individual child's progress. These are recorded within a child's Learning Journey and are regularly shared with the family. This informs a child's next steps.

Physical Development

- Daily opportunities to develop gross and fine motor skills through a Froebelian Approach, including woodwork, block play, sewing, cooking, gardening.
- Access to nursery waterproofs to enable all children to explore environments in all weather and to spend extended times outside.
- Activities to encourage challenge and risk – climbing trees/ladders, gardening.
- Health, self-care and independence is reinforced within the routines.
- Opportunities for a variety of sensory experiences – sand play, water play, messy play, mud kitchen.
- Access to weekly dance, movement and drama sessions.

Staffing

- Highly qualified and experienced staff, including a Headteacher, Inclusion Lead (Qualified Teacher), four additional qualified teachers, seven early years educators (nursery nurses) and fourteen early years assistants.
- Within this staff team, some staff work within Willow Room, which is a low distraction learning space for children with complex needs.
- We are committed to training and work closely with the Speech and Language Service to ensure support and interventions are appropriate and targeted.
- Staff receive training relating to Froebel's principles and pedagogy to support their ongoing knowledge of children's development and experiential learning.
- Staff receive annual training on safeguarding, behaviour, speech and language

Communication & Language

- Language and print rich learning environment.
- Staff are highly skilled with supporting children's communication and language.
- Use of visuals and Makaton for all children to develop their understanding and communication strategies.
- High priority is given to reading and sharing stories with children individually and as part of group.
- Use of a Core Book & Core Rhyme approach, where children become immersed in set stories and songs which are shared with parents.
- Role Play focused around first hand, real life experiences.
- Multilingual books, resources and celebration of other languages and print within nursery.
- Real life experiences to develop interest, communication and more in-depth learning – living eggs, hatching butterflies.

Maths

- An understanding that maths is everywhere.
- A maths rich learning environment.
- Interactive resources, through loose parts, Numicon, exploring patterns, shapes, sizes etc.
- Maths songs and rhymes.
- Problem-solving approach to learning through support and challenges.
- Staff provide questioning to extend children's mathematical ideas and understanding.

Targeted Support

This involves specific, additional and time-limited interventions within the nursery session. These are used to support children's development in various areas and enables a boost to help them reach age appropriate expectations.

Support

- Targeted and individualised support plans (ISPs).
- Small group work:
 - developing listening and attention,
 - pre-teaching new words and concepts,
 - turn taking/working on a shared task with other children etc.
- Individual or small groups based on speech and language targets.
- Enhanced support within nursery to build and extend play.
- Behaviour plans.
- Care/Medical plans e.g. for a child with diabetes, epilepsy, haemophilia.
- Working with external agencies to support a specific area e.g. Race Equality and Minority Achievement (REMA).
- Supporting children's emotional literacy needs through individual or small group ELSA sessions.
- Staff training on different support strategies.



Specialist Support

Highly targeted provision for a small number of children where it is necessary to provide individualised and targeted interventions to help children reach their full potential.

Support for Children with Complex Needs

- Low distraction, higher adult ratio space.
- Highly qualified staff.
- Highly targeted and bespoke individual support plans (ISPs).
- Higher levels of structure and routine, built in within each nursery session.
- Ongoing support from external services e.g. speech and language, physiotherapy, occupational therapy, educational psychology service, community and development paediatricians.
- Link Speech Therapist and Speech Therapy Assistant.
- Ongoing regular meetings to plan and review.
- Sensory Room.
- Music Therapy.
- Developmentally appropriate resources.
- Embedded use of visuals, Picture Exchange Communication System (PECS), choice boards to support alternative communication styles.
- Intensive interaction.
- Attention Autism programme stage 1-4.
- Movement breaks.
- Specialist equipment where appropriate.
- Personalised lunchtime arrangements due to dietary and sensory needs.
- Communication books with parents.
- Ongoing high levels of staff training.

