

1. Business name and Ofsted number:
<ul style="list-style-type: none"> • Little Willows Day Nursery – EY546672
2. Who is your named Special Educational Needs and Disability contact?
<ul style="list-style-type: none"> • Chloe Barber and Hannah Woolford.
3. Provide a short paragraph about your ethos/mission statement for including children and young people with Special Educational Need and Disability (SEND). How do you aim to meet the unique needs of the child?
<ul style="list-style-type: none"> • Little Willows prides itself on having a strong partnership with parents and families. We work with and alongside families and outside agencies to ensure the best possible outcomes for each individual child. This involves coming up with strategies together to meet the child’s best interests. We are an inclusive and accessible nursery, set on one level, offering free flow, and enthusiastic, caring staff.
4. How do you identify that a child is not meeting appropriate age-related milestones and what do you do in this case? How do you find out what matters to the child and their family?
<ul style="list-style-type: none"> • We constantly observe children, taking snapshots of their development and playing with them. We also complete a detailed report every six months and each child’s progress are documented on a COHORT. This will highlight if a child is not meeting the appropriate developmental age. If there is anything we are concerned about, the SENDCo will be alerted and further observation will take place, and this will be monitored, with maximum input from parents and carers. When some evidence has been collected, we will have a meeting with the family to discuss next steps and options and discuss what would be best for the child and the family, whether this to be target-setting within the setting or seeking assistance from other professionals.
5. How do you promote positive relationships and ensure good, ongoing communication with families? How will families know what progress their children are making, how to access additional support and what they can do at home to help?
<ul style="list-style-type: none"> • All parents receive a verbal handover, about what their child has been up to, and any other important information, for example, what they have eaten/how they have slept, that day. Parents and carers are welcome to request a communication book, in which information received at verbal handover is written down. The children all have an online learning Journal known as Parenta, in which all observations, photos are kept, and information about the day (food and nappies), parents have direct access too. We also promote regularly meeting with parents and professionals so that everyone is kept update and working together.
6. How will you communicate with other providers who care for a child, or with providers who will be caring for the child? How do you support children to experience a smooth transition to school or a different situation?
<ul style="list-style-type: none"> • We often use communication books if the child attends two settings and will often talk on the phone and via email. We will do everything to ensure transitions are smooth, including settling in sessions with keyperson, and if to another setting/school, start the transition process months in advance, organizing meetings and sessions together. These can include TAF or TAC (Team around the family or Team around the Child) meetings.
7. How do you provide an enabling environment for all the children in your care? Are there quiet areas and fully accessible spaces? What other adjustments can you make? What about the physical environment in and outside your setting?
<ul style="list-style-type: none"> • Within the baby room and main floor, there is a quiet/cosy area for children to retreat to. Our setting is fully accessible and is all on one level. We have accessible toilets and ramps into the garden. The outside area is also fully accessible, with large open spaces for children to explore. As we are a mixed

aged setting, all children can explore their aged room with their supporting adult. Our garden is covered in artificial grass, that allows children to explore freely and always have access to our gated off mud kitchen at any time during the day. We have activities set up at different levels, such as on the floor and on tables, so that all children can access them.

8. What qualities, skills and experience do you (and your staff) must support a child's unique needs?

- Little Willows have dedicated, enthusiastic and caring staff. Chloe and Hannah have training in SENco and have dealt personal experiences with children that are neurodiverse. Our priority is the child and their family. Staff are provided with the opportunity to get to know all the children. Which allows them to build relationships and catering to each child's individual needs.

This is an opportunity to signpost parents to services that can support them, for example the Parent Partnership Service