

How does the early years setting know if children need extra help and what should I do if I think my child may have special educational needs or disabilities?

How do you identify children with special educational needs? How will I be able to raise concerns I may have?

An initial induction is an opportunity for parents to raise any concerns they may already have and for the setting to implement additional resources in time for their starting date.

Completion of a registration form is essential for providing important information and All About Me booklets are useful in building an overall picture of the child and their family and are also used as a communication tool. If there is a known need a pre-school entry plan is arranged, this is a meeting in which any professional already working with the child can attend to share information and to enable the nursery to plan for the child's needs. This would be coordinated by the local area SENCO.

All children attending Mogghill are assigned a key person, who is the child's main care giver at nursery. All children are observed on their learning and development, this is done through observations, planning, progress trackers including 2 year checks, (both by Mogghill and the child's Health Visitor,) Every Child A Talker (ECAT) and Individual Progress reports. This graduated response will help to identify any additional support needed. Discussions with you and your child will take place with their key person, where any concerns can be raised by either party. A home communication book is used on a weekly basis or more if needed, and emails/text messages are available for use to enhance communications. Mogghill caters for children with special educational needs such as speech and language difficulties, behavioural needs, this is now seen as social emotional and behavioural needs, English as an additional language (EAL), Cerebral Palsy, and other disabilities, medical conditions, diabetes, children with severe allergies and autism.

How will the early years setting staff support my child?

The key person along with the supervisor and all staff are involved in the planning and overseeing of your child's educational programme. Each child has a key person who is more involved in the tracking and assessing of your child and reviews their progress accordingly. This may involve liaising with our Special Educational Needs Co-ordinator (SENCO), and/or other outside agencies, with parental permission. This is explained by the Manager during an initial induction session.

Each year Mogghill sends a Parents Questionnaire to each family to gather opinions on the service and support we provide to children and their families. The results are used to enhance developments at Mogghill.

How will the curriculum be matched to my child's needs?

Every child is different. We take into consideration your child's progress and plan and support the child at their own pace. We use the Early Years Foundation Stage (EYFS) as a guide for a child's development. Mogghill's SENCO and Behaviour Coordinator (BeCo) oversee children

who need extra support. They will provide each child's key person with support and activities specific for that child. Progress will be evidenced in your child's celebration book and Individual Educational Plans (IEP) will be written where appropriate to support learning in the nursery and in the home. IEP'S will be reviewed at regular intervals. Observations are made regularly on your child and an assessment is then made, which will highlight areas of development that may need to be focused on. Planning will be addressed within these areas of learning.

How will I know how my child is doing, and how will you support my child's learning?

A child's Celebration book holds their creative work, photos, observations and assessments, and 2 year progress checks if done in the setting. It also includes the EYFS learning journal which is used to highlight your child's development and a tracker sheet to record your child's progress. When necessary we use developmental journals which break the EYFS into more manageable steps. An IEP which highlights areas of extra support is implemented as and when needed. All records are shared with the parents. Termly we hold a next steps review and coffee morning. There is an opportunity for parents to stay and play where they can observe their child at Mogghill. Half termly a newsletter is circulated to highlight the current focus and any other news. Home communication books are a more frequent form of personal communication.

What support will there be for my child's overall wellbeing?

What medical and social support is available within the setting for children with SEN?

In line with our medicine policy and procedure we can administer medicine with parental consent. All staff are first aid and epi-pen trained and additional training is undertaken as and when it is needed, for example a visit from the diabetic or asthma nurse. A medical care plan is written for those who have ongoing medical concerns.

In line with our behavioural policy a positive and consistent approach by all members of staff is adhered to. Positive reinforcements are implemented if necessary e.g. Sticker charts.

The nursery has close links with the local children's centre where their expertise can be called upon.

Most staff are trained in safeguarding and this is then cascaded down to the other staff at the setting. All staff are DBS checked.

What specialist services and expertise are available at or accessed by the early years setting?

- Local children's centre
- MAISEY – Multi Agency Identification & Support in the Early Years
- Speech and language therapist
- Portage
- Local area SENCO
- Integrated services
- Health visitors

- Play worker
- Medical support – sourced from GP surgery
- Inclusion coordinator
- EAL support officer
- Social worker

What training have the staff supporting children with SEND had or are having?

- STC
- Paediatric first aid
- Manual handling
- Medical intervention e.g. diabetes
- Speech and language training
- Behaviour is communicating
- Safeguarding training
- SENCO induction training and termly SENCO network meetings
- EAL training
- Epi pen training

How accessible is the early years setting environment? (Indoors & outdoors)

Mogghill nursery is fully wheelchair accessible.





There is a disabled toilet, shower and changing facilities.



The outdoor environment is spacious to include tarmac playground and large grass field surrounded by trees and foliage. Accessed by a slight ramp, the play area is completely level and secure.



Mogghill classroom is a bright and visual environment. There is a visual timetable displayed in the classroom, a weather chart and individual pictorial choice boards. Each member of staff wears a pictorial key fob. For those with EAL Mogghill has access to an interpreter and translation service if needed through the EAL support officer.

How will the early years setting prepare and support my child to join the early years setting, transfer to a new setting/school?

The initial introduction to Mogghill is with the parent on a first visit. A teddy bears picnic is held in July for all those joining the nursery in the following year. This is an opportunity for children and parents to meet the child's key person and to ask any questions. A home visit can be arranged at any time where the key person can see the child in their home environment and create a bond with their family, which in time will settle the child when the parents decide to leave them. At the home visit the child is given a book bag and a home communication book to initiate a sense of belonging, and an 'All about me' booklet which they fill with home photos to talk about when settling in.

Mogghill liaises closely with parents during the settling in period to discuss their child's progress on separation. It may be decided that a gradual settling in period is appropriate.

Transitions into new schools and settings are supported in a similar way including visits from future teachers and visits and play days to the new settings. An individual transition plan is given to each child to include key information.

How is the decision made about what type and how much support my child will receive?

Your child's key person will observe and make a decision on whether your child will benefit from additional support. The key person will discuss this with the nursery's SENCO, parents and manager. An IEP may be written for the child with input from the parent/carer. This is reviewed at appropriate intervals to learn what impact the support has had on your child and what should be put in place next. If extra help and support is required our Area SENCO or designated health visitor are contacted (with parental consent). They will advise us on the appropriate steps to take.

Who can I contact for further information?

A parent's first point of contact is their child's key person. Mogghill has an open door policy and parents/carers are welcome to come in at any time to discuss their child's progress. The nursery can also be contacted by telephone 07909 461163. Mogghill has a website www.mogghill.com and an email system for parents to use for contact (mogghill@aol.com). Mrs Dianne Jackson (owner and manager), should be contacted if you were considering whether your child should join the setting.