



"...where care and education go hand in hand..."

Stages of Support (Waves 1, 2 and 3 Provision)

Wave 3- Specialist Offer

Highly specialised provision for a small number of children with varying and complex needs.

Wave 2 - Targeted Offer

Some children receive short term support delivered in addition to normal sessional activities. This might focus on attention and listening, language skills or on boosting confidence.

Wave 1 - Universal Offer - Quality First Teaching

All children in our nursery school and children's centre receive high quality, inclusive early years education and care. This provision is based on exceptional relationships with parents/carers and caters for the learning needs of the individual child through an *Assess - Plan - Do - Review* cycle.

Wave 1

Wave 1 is high quality, inclusive teaching which takes into account the learning needs of all children in the nursery. This includes differentiating activities and providing an enabling and inclusive environment. Here are some examples of our Wave 1 provision. If you would like to find out more, you are welcome to make an appointment and we would be proud to show you around our nursery school and children's centre.

Personal, Social and Emotional Development

- Home visits and individualised settling-in programme
- Daily contact with parents/carers and regular, planned opportunities for parent-staff consultations
- Keyworker system. Staff know the children well and are able to use knowledge of individual's interests to help inform planning (child-led planning)
- Parents/carers are invited to contribute to their child's Learning Journal and to share achievements on our Celebration Tree
- High ratio of adults to children. Staff have a high level of expertise; they are consistent, non-confrontational and promote positive behaviour, building self-confidence through praise
- Regular team discussions about individual children's progress and strategies to support learning needs. Close liaison with our Children Centre Outreach workers.
- All staff use visual aids, for example, sand timers and visual prompts to facilitate sharing and to help at transition times
- Use of visual signs around the nursery classroom, e.g. red and green circles to signify open and closed areas
- All staff have received Paediatric First Aid training
- Designated Child Protection Officers (DCPOs)
- All staff have attended safe guarding training and have been screened by the Disclosure and Barring Service (DBS), previously known as the Criminal Records Bureau (CRB)
- Secure entry system
- Excellent links with local Health Visitors
- Excellent links with receiving infant/primary schools where relevant information about individuals is shared
- Activities to encourage cooperation, sharing and turn-taking. There is a balance between child initiated and adult led activities.
- A nurturing, 'family -feel' to lunchtimes, centring on small groups of children supported by a familiar adult. All meals prepared on site by our cook.
- The nursery is organised to promote independence and self-help skills
 - Personalised coat pegs and work trays
 - Activities that encourage independence through self-selection of resources
 - Free -flow access to garden
 - Self-service snack bar and free access to drinking water and tissues
 - Free access to age-appropriate toilets and wash hand basins

Staffing

We have a highly qualified and experienced staff comprised of a Head Teacher, one full time class teacher, one full time nursery nurse, two part time teachers (one of whom is the Special Educational Needs Co-ordinator) and three part time nursery nurses. In addition, our team of SEN and support staff have a high level of expertise and are qualified to Level 3 or above. We are committed to on-going staff training and continued professional development.

Physical Development

- Daily opportunities to develop both fine and gross motor skills and physical confidence
- Activities to encourage physical challenge, e.g. bicycles, climbing frame, ball and target games, age appropriate balance beams
- Soft play room
- Sensory room
- Access to staircase to encourage confidence at climbing the stairs
- Hands on, interactive displays
- Opportunities for a range of tactile experiences - sand and water play, messy play, 'mud kitchen'
- Access to a range of both left and right-handed equipment, different height chairs and steps
- Health, hygiene and self-care is reinforced as part of the daily routine

Maths

- An appreciation that Maths is everywhere
- Number rhymes and songs
- Interactive displays focusing on mathematical concepts and language
- Activities to encourage sorting and matching.
- Problem solving and exploring cause and effect
- Adult support to develop critical thinking and a 'have a go' attitude.
- Maths library

Communication and Language (including Literacy)

- A language and print rich environment. Staff sensitively tailor language to meet individual children's needs
- Equal value given to reading and writing both inside and outside in our garden
- Differentiated story groups
- Games and activities to encourage good listening and attention
- Daily opportunities to develop pre-reading and writing skills
- Role-play
- Makaton used to develop language skills. Makaton signs around the nursery classroom and garden
- Multi-lingual signs and books
- Visual aids and props to help understanding and encourage good listening, good looking and good sitting
- Visits and visitors to encourage talk - PAT dog, Living Eggs, Zoolab, trips to the pet shop, Alice Holt etc
- Skilled lunch time staff who foster the development of social language and social skills
- Book library

Tracking progress

We follow the Early Years Foundation Stage Curriculum. Professional observations and judgements track individual children's progress throughout their time at nursery. These recorded in each child's Learning Journey and regularly shared with parents/carers.

We follow an Assess - Plan - Do - Review cycle to determine the next steps for all children.

Wave 2

Wave 2 is specific, additional and time- limited intervention provided for some children who may need a little boost to help them reach age appropriate expectations. Wave 2 interventions are often targeted at small groups of children with a similar need.

- Small enrichment groups to develop listening and attention skills, specific speech sounds, fine manipulation skills, oro- motor skills, social skills or confidence
- 'Challenge' groups to extend high level learning
- Medical care plans
- Behaviour plans
- Speech and Language targets
- Food exclusions where appropriate (based on cultural or medical need)
- Lunch time seating plans
- Collaborative planning with outside agencies, e.g. Speech and Language Service
- Staff training to address specific needs

Wave 3

Wave 3 is targeted provision for a small number of children where it is necessary to provide highly personalised and specialist interventions to help individuals to reach their potential. It is often provided through 1:1 support.

- Named Child Allocation (see Admissions Policy)
- Highly individualised support plans (ISP) targeting specific learning goals. Where appropriate, these targets are incorporated and reinforced throughout a child's nursery session by keyworkers. ISPs are linked into planning.
- Multi-agency collaboration (e.g. Educational Psychology Service, Speech and Language Therapy Service, Physiotherapy Service, Occupational Therapy Service, Physical and Sensory Support Service, Child Development Centre [Royal Surrey County Hospital], Early Support Service, Race Equality and Minority Achievement [REMA])
- Delivery of personalised programmes
- Attached Educational Psychologist
- Link Speech and Language Therapist
- Highly experienced and specialist staff
- Regular team discussions (on a day to day basis)
- Distraction free room
- Sensory room
- Soft play
- Developmentally appropriate resources
- Visual timetables, now and next and choice boards
- PECs, Makaton, adapted TEACCH techniques, Social Stories
- Intensive Interaction
- High Attention Approaches
- Movement breaks
- Calm boxes
- Nappy changing facilities
- Specialist seating and standing frames where appropriate
- Staff training