



Early Years SEND Information Report

Village Nurseries Red Hill

1. How will the setting help my child to settle in?

Our aim is for every child to feel happy and safe at our nursery and to reach their full potential. The setting will help my child to settle by discussing the settling in procedure and going through their baseline assessment and health care plan (if needed) before my child starts. We offer a settling in session before your child starts.

We are aware every child is unique and we want them to be happy and learn through play. You will be introduced to their assigned key person who will discuss your child and their needs and how we can best help them to settle and make any reasonable adjustments.

The key person will have an initial discussion about your child and go through the baseline assessment. The parent will be offered to attend a settling in session before their child starts to introduce the child to the setting, all the staff and meet their key person. The parent/carer will be able to upload information onto our Ovivio app about their child.

The key person will provide information for the parent for example our prospectus and settling in information. The key person will discuss what activities the child enjoys and the nursery activities and routine we can provide and explain our settling in procedure and jointly decide with the parents/carer on the best way to help their child to settle into the setting. The manager Fiona will upload further information onto our Ovivio app.

The key person will plan activities based on the child's interests and plot these on our plans for example if a child is interested in dinosaurs or has a favourite book. Before a child starts we can prepare their own timeline if needed and show parents the different widget symbols we use as visual aids.

If needed Fiona can carry out a home visit and talk to the parents and their child about their new adventures.

A parent/carer is welcome to stay with their child to help them to settle. If necessary training can be provided before a child starts for example we had diabetes training before a child with diabetes started.

We follow the Quality Universal Inclusive Practice and use their guidance to enable us to meet the needs of all our children.

We will listen to parents and work together to support their child and ensure they are happy and safe. Some children prefer to go straight into our quiet room where it is quieter with the key person and we set up activities we know the child is interested in. Parents are welcome to come in and help their child to settle. We work in partnership with them.

Fiona will send a picture on Ovivio on their first day at nursery to reassure you they have settled and we would also call you if we were unable to settle them.

We provide a caring, stimulating, and supportive environment which helps all children reach their full potential.

By supporting children with love, learning opportunities, and play, we help them build a strong foundation for life.

2. What is the setting's approach to supporting different children's needs and how will that help my child?

All children are unique and develop at different times.

Our SENCO is Fiona Dan and she will oversee and plan the education and care for the child working in partnership with the parents/carers.

Early identification and support are very important to help children reach their full potential. We provide differentiated activities to support the child if needed.

We have a moral responsibility to follow the SEN Code of Practise and the statutory framework, the Early Years Foundation Stage (EYFS) to have in place arrangements to support children with SEN or disabilities. Fiona will ensure our nursery is doing this and will ensure all practitioners in the setting understand their responsibilities to the children with SEN and arrange any extra training needed.

Fiona will advise and support everyone. She will ensure a child is fully supported within the nursery and get support from external agencies if necessary.

We differentiate the Early Years Foundation Stage Curriculum for children with SEND by planning for the child for example creating a now/next board, having small groups, using visual aids, widget symbols, using sand timers, creating an IEP for the child. If a child does not like the hand dryers, we provide blue paper towels. If a child needs support at milk bar for example requires help eating, we will support them.

Before your child starts if your child is on any medication, we will discuss this with you and ask you to complete a health care plan for your child, with a letter from the doctors if needed. We upload this information onto our Ovivio app too. We will always try and minimise disruption to the child's routine and play.

Fiona will ensure parents are closely involved throughout and that their opinions and advice are fully respected and acted on. We are all aware that parents have vital and unique knowledge about their child's needs and we listen and act on this information. She will write an IEP to support the child and work closely with the extra support staff we have and offer guidance and advice.

We can apply for SENIF (Early Years SEN Inclusion Funding) to support your child.

The funding can be used for extra resources to support a child or to employ an extra member of staff for more one to one support. It could help release a staff member for training that is specific to a child or to attend meetings for the child. The funding can be used as a contribution towards specialist equipment or resources. Fiona will liaise with the area SENCO and outside agencies for example 'Bromley Vision Team'.

All the staff will work and support your child and your family/carers.

We have recently had support from the Downs Syndrome Team and are working with them to support a child at our nursery.

All the staff would be introduced to the parents along with anyone supporting your child. If necessary Fiona will liaise with other professionals from other agencies from example speech and language, educational psychologists, vision team, health visitors, specialist teachers, phoenix centre etc and Fiona and/or key person will have regular meetings with you so we can work together to support your child. Fiona will attend meetings to support you and your child if you wish.

A communication book will be organised so we can share information for example if your child had a bad night and may be slightly tired etc.

A Social Story booklet can be made for your child before they start our nursery with photos of the staff, some of the nursery to familiarise your child with the nursery and you can discuss this with them before they start. We would ask parents questions for example 'what makes your child happy and content', 'what concerns you most about your child coming to nursery'? and reassure parents as to how we can help their child.

If your child has a portage worker to support the family we will liaise with them and share ideas and strategies. We will arrange for a transition meeting when your child starts school to support your child.

We will provide lots of small group activities to support your child and if necessary, create an IEP (Individual Education Plan) which we will decide on with the parents to support your child and which all staff will be working together to ensure we are meeting your child's needs. If needed a child has a SEN Support Plan which is shared with parents and outside agencies so we can all work together.

All staff have widget symbols on a keyring to help support children and we encourage children to use their indoor voices. We also use communication boards to help children communicate.

We use sand timers to help with sharing and turn taking. We use a timeline and have widgets to show children visual aids. If needed the child can have their own now/next board and/or their own personalised timeline. We have a dark tent and chill box for children to be able to use and go too when and if they need. We provide lots of opportunities for small group work to support your child for example the rhyme bag, story sacks, All About Me Box which the child can take home and bring back to nursery and we will use in the quiet room.

We adapt the graduated approach to support all children for example all staff observe your child and have regular meetings to evaluate and use a cycle of assessment, planning and reviewing their actions in increasing detail and with increasing frequency to identify the best way of securing good progress. (Assess/plan/do + review).

We ensure our environment is safe. We ensure there is a structured and organised area that includes a cosy book corner and we have a dark tent we can put up when needed which provides a quiet space for children to go.

At each stage parents are engaged with the setting, contributing their insights to assessment and planning. Intended outcomes should be shared with the parents and reviewed with them, along with action taken by the setting at agreed times. Fiona our SENCO will lead and coordinate the graduated approach and identify any extra help the child may need.

The graduated response recognises that all children learn in different ways and can have different types and levels of special educational needs and by working together we can ensure we are providing the best care for your care and changing our routine, activities to meet the needs of your child if needed.

The graduated response means that step by step an increase or decrease in individualized and targeted support is provided to meet the child's needs and support their development in all areas. The keyperson will work with Fiona our SENCO and complete the 2-3 year progress check in the prime areas on the child and discuss and share this with parent and health visitor.

All staff are aware of the importance for early identification for children who are not at their expected level of development and the subsequent support and partnership working in order to narrow the attainment gap. The SENCO/Manager oversees every child and support the staff and children. We always try and include the child and take account of their individual needs.

Through careful observation of the children, their starting points, needs and interests, subsequent learning experiences can be planned and differentiated accordingly to meet the needs of the child for example ensuring the child is given prior warning to an activity change and use of a sand timer, now/next board, timeline etc.

From identifying the child's progress, strengths and needs at this age in order to promote positive outcomes in health and wellbeing, learning and development. All children have a Progress Check at

2-3 years which is shared with parents. This allows us to enable appropriate intervention and support for children and their families, where progress is less than expected. By reviewing the effectiveness of interventions in enabling children to make progress can itself be part of the assessment of need, informing the next steps to be taken as part of a graduated approach to support.

We always listen and support the parents and child. We have shared goals for development. This helps every child to learn, grow and succeed.

We use praise and positive reinforcement immediately when needed and sand timers for visual reminders. All staff model positive behaviour and act as good role models.

3. Who can I contact for further information within the setting?

Fiona is our SENCO and Manager and she can be contacted on the nursery mobile 07816-893965 or by visiting the nursery. You can arrange a viewing of the nursery and have a meeting to discuss your child and how we can help your child. If you have any concerns regarding your child your first point of contact should be Fiona the Manager, your key person or SIPS if your child has one.

Fiona our SENCO and Manager is always available to help you if you are worried. All our staff will be supporting your child in their education and helping them learn through play and to be happy.

4. How accessible are the setting's indoor and outdoor environments?

All children are included and have a key person who ensures we are meeting their needs. A health and safety checklist is completed daily to ensure the equipment and facilities are safe for all children. We make reasonable adjustments and adaptations to the environment to ensure equal access to learning. The setting is fully wheelchair accessible.

The setting has accessible changing and toilet facilities and staff complete a nappy changing book if your child is changed which parents sign when they collect their child.

We provide an inclusive environment and communicate with parents and carers whose first language is not English by having a communication book for parents and carers. We ensure we have words of the different languages our children speak around the nursery.

We have an 'It's a Small World' Book where we invite children and parents to share pictures of their celebrations, festivals and holidays and this is displayed in our foyer. Our resources and the environment reflect the cultural diversity in our setting.

Our setting has made improvements to the environment visually by ensuring we have on display signs, words and posters. We use the quiet room for lots of small group activities to promote confidence building, speech and language etc. We have purchased new sensory light up toys for our dark tent.

We have a sensory box which the children can explore for example with sensory tiles. We have purchased new hand driers which are quieter. We have blinds on the windows and visuals are on our walls.

We ensure there is enough adult-child ratio and provide extra support around planning for highly motivating carpet times. We use clear objects of reference to support all children's understanding at times of distraction. We also use our time line for clear visuals for sequencing at times of routine.

5. What specialist services and expertise are available at or accessed by the setting?

Our setting accesses the following services when needed: Health visitor, speech and language, education psychologist, health,

portage home visitors, nurses, vision team, teacher of the deaf, Downs Syndrome Team from Bromley, Phoenix inclusion support workers, Phoenix pre-school teachers, support from SENIF funding. Our Bromley Education Matters SENCO Hub is accessed by our nursery. We also use b-hive at bromleytherapyhub.org.uk and refer parents to this.

We use the Rainbow Drops to help support children manage their big feelings and complete ERP (Emotional Regulation Plan) and ABC forms to help identify any triggers for a child's behaviour. Children have their own PEEP form (Personal Emergency Evacuation Plan) if they need.

Isobel and Jayne from our Bromley Early Years Team Area SENCO visit our nursery and provide support and guidance.

We have registered for The Bromley Early Years Team to come in and provide a sign language course for the team.

All staff update their knowledge regularly by completing online courses.

6. How does the setting know if children need extra help?

Every child has a key person who completes regular reviews of progress on your child. Between the ages of 2-3 your child will have the 2-3 year progress health check and every term a review of progress. We follow the Development Matters and based on observing your child and completing these reviews we can identify and support a child who we felt was below age appropriate and not on track.

Staff complete an ECAT form to support a child with communication and language and would discuss this with parents/carers.

We would have regular meetings with you to discuss the child's strengths and weaknesses and decide how we can help them

progress. If necessary, Fiona the SENCO will be involved and support the key person and all staff. All staff will work and help the child and evaluate daily with Fiona.

7. How will I be involved in my child's learning and overall wellbeing?

Parents and carers are involved in the decision making for their child, we will have a meeting with them and ask them questions about their child and their views. We work in partnership with them as they know their child the best. Before your child starts nursery, there is a baseline assessment form and a 'My Family and I' form that is completed and you can discuss this with the key person. There are also opportunities to discuss daily things that have happened at the nursery.

Every parent is offered a communication book to support their child if needed. The key person will explain how their child's learning is planned and how they can help support outside the setting. We ask the parents to complete homework with their child and provide suggestions how they can help. We offer regular workshops/open days to help parents for example we held a mathematics workshop where we demonstrated to parents lots of various activities around maths like 'sorting socks on the washing line by sizes, patterns' etc. We send regular message on Ovivio to parents to keep them updated and informed of our themes, events etc.

We send photographs of activities of the children on our Ovivio app with parents permission and the newsletter and medium-term plans.

If needed we can complete an EHC plan for your child (Education, Health Care Plan) and you contribute towards this.

8. What training and experience have staff had in supporting children with SEND?

Fiona our SENCO has attended the SEND conference in October 2025 and a SEND forum 2025. She attends Locality Meetings regularly with the Bromley Years Team and local nurseries. She has been our SENCO for over 17 years and supported children with SEND. She has attended courses on SENCO, Autism, Surprise Box training, visited the Phoenix Pre-School, PANDAS, Visual Timetable course, online courses on SENCO, SEND Code of Practice, Fostering Inclusion in early years support, Effective use of Pupil Premium. This knowledge is shared with all the team.

One member has attended a sensory course and resulting from this we held a sensory workshop for our parents. One member of staff has attended a Hearing Impairment course in November 2024 & 2025.

One member of staff attended a course on Autism in November 2017.

One member of staff uses sign language and teaches the children words using sign language.

The Teacher of the Deaf delivered training to all staff in December 2017. Staff had training in PANDAS.

We have been supported from the Bromley Vision Team for a child who was vision impaired and they have offered lots of advice on how we can support children who are vision impaired.

We have also been supported from the teacher from Downs Syndrome and Speech and Language.

Staff complete on-line training and have regular meetings to support children and plan for their individual needs.

9. *How will the setting support my child at times of change, for example moving rooms or age groups, to a new setting or onto school?*

Fiona the SENCO will attend transition meetings with the new school and parents to support the child and help them move onto the next stage. We have transition meeting with Portage. We will provide copies of IEP's, progress reviews, 2-3 year check etc. Transfer reports will be completed on the child and discussed with

the parents. We can ask the new setting to provide a booklet about their school with photos of their new teacher, classroom etc. We will work with parents/carers to support their child. Fiona attends the schools when they have their visits in June/July before they start school if needed. Fiona attends the yearly Transition meetings for all children with SEN.

Completed by Fiona Dan – SENCO/Manager
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