
We have good links with New Romney Children's Centre who offer support to all local families. Through them we have the opportunity to contact the Early Years Help and Preventative Services Team who can help the family as a whole in the family home or through workshops and courses. Sometimes it is appropriate to invite an external agency to support a child's development. This may include:

SALT—Speech and Language Therapist
Equality and Inclusion Team
STLS—Specialist Teaching and Learning Services
Visual and Hearing Specialists
Occupational Therapist

If you feel that your child, family or yourself would benefit from some additional support, please speak to your child's Key Person or our SENCo, Kelly Ashford.

For families who have a child with identified Special Educational Needs or Disability you can contact a confidential impartial service called Information Advice and Support Kent (IASK) on 03000 41 3000 or their website iask@kent.gov.uk. Alternatively look on the KELS I (Kent Education Learning and Skills Information) website www.kelsi.org.uk for services available to parents/carers in their local area (search Local Offer).

Your child's Key Person is the first person to contact if you do have concerns about any aspect of your child's development.

All Key Persons are available at drop off and pick up times for you to speak to. If you would like a longer or more confidential meeting please book an appointment at a convenient time.

If your child does require extra support at nursery it doesn't automatically mean that they have SEN. Some types of support may only be required for short amounts of time. It is only children with a specific or identified need that will be classed as having SEN.

Talk about nursery positively to your child; a positive attitude goes a long way to helping a child learn and develop.

Attend parent consultations, check out our information boards and read our newsletter to keep you updated on nursery events.



At Greatstone School Nursery all children are given equal opportunity to participate in the nursery's activities regardless of their gender, race, cultural background, physical or mental ability. All children are encouraged to reach their full potential through quality individualised learning experiences and challenges throughout their day. Through the Early Years Foundation Stage (EYFS) we ensure that all children receive the best possible start in life. There are seven areas of learning and development within the EYFS.

The prime areas are:

Communication and language

Physical development

Personal, social and emotional development

The specific areas are:

Literacy

Mathematics

Understanding the world

Expressive arts and design

All of the areas of learning and development are all important and interconnected. They allow all children, including those with a Special Educational Need or Disability, to develop and learn in their way and at their own speed.

SENCo—Special Educational Needs Co-ordinator.

We recognise that children benefit from a close relationship between home and nursery. Each child attending the nursery will have a Key Person who will form good relationships with the child and whole family. They will keep you updated on your child's progress and talk through any concerns you may have. If your child needs extra support at nursery in any form your Key Person will talk this through with you and you and your child will be part of making any decisions with regard to how the support is delivered. This will be closely monitored by the Key Person and overseen by the SENCo in order to establish impact and ensure progress is being made. We will ensure that regular review meetings take place with yourselves to discuss progress and how you can help at home. If expected progress has not been made with your permission an external agency can be contacted to offer their support and guidance. At this point a targeted plan would be put into place with consultation from yourself and your child will be placed on the SEN register. This helps the SENCo and Key Person to record the type of support the child requires and who is involved in helping the child meet their identified outcomes. Should the outcome of the child require their Key Person to have specific training this can sometimes be sourced through external agencies such as the Equality and Inclusion Team.

The SEND Code of Practice 2014 defines children and young people as having SEND if:

There is a greater difficulty in learning than the majority of other children

· A disability which prevents or hinders them from making use of the educational facilities generally provided in the area.

This learning difficulty may be something that affects the child for a short period of time or sometimes is an ongoing difficulty.

The Key person can identify needs through their observations, 2yr progress check, All about Me, Best Practice Guidance and ongoing assessments. As well as listening to concerns from parents/carers.

Support can be a simple strategy that helps a child with their preferred learning style. Or it can be more complex resulting in help from an external agency.

By working together and identifying a child's needs early. We can ensure that they reach their full potential, helping them achieve the best possible outcomes for adulthood.