

SEND Review for Early Years Settings

Name of setting:	Nancledra Preschool
Date(s) and time(s) of Review	29 th November 2023
Names and roles of setting staff undertaking the review	Sara Martin - SENDCO Leanne Goodwin - Manager Liz Royall - SEND advisory board member
Name of Reviewer	Heather Williams
Contextual details	Nancledra Preschool is located in a rural village in west Cornwall. It provides thirty-eight places for children aged six months - five; currently there are seventy-four children on roll and the preschool is full until May 2025. Many children attend part time – for up to 15 hours a week. The nursery offers flexible hours and there are variable attendance patterns. There are five children in receipt of two year old funding, nineteen children in receipt of 3 and 4 year old funding, no child in receipt of Early Years Pupil Premium (EYPP) and some children in receipt of Special Educational Needs Inclusion Funding (SENIF). The SENIF funding is often used to enhance ratio. Nancledra Preschool is an inclusive and welcoming setting. The environment is calm and safe and there are plans to buy and extend the building and their provision. The reviewer observed excellent relationships between staff and children. Currently there are ten children on their record and of these they are applying for an Educational Health and Care needs assessment for four children. The main areas of need are speech and language and social communication.
Leadership	The SEND provision is led by a committed and knowledgeable SENDCo and supported by the Manager and SEND advisory board. The SENDCo is also a qualified teacher. The SENDCo has developed and coordinated effective systems for monitoring the provision and there are many examples of effective practice in place e.g. all practitioners contribute to all children's IEP's and most staff are confident with completing the development journal. They have very detailed and informative records and chronologies, outlining the children's needs and describing the strategies to support them. These are

	currently reviewed half termly by the SENDCo in conjunction with the key person; regular conversations take place with parents although further recording of parent voice could be imputed into the child's learning journey. The setting admission policy actively welcomes parents but would benefit from further detail around the identification of SEND through home visits. The SENDCo and manager are conscientious in identifying and accessing CPD leading to interventions that have a positive impact.
Outcomes and Teaching and Learning	All children with SEND have individual plans and comprehensive records outlining achievements and progress. It's clear that all staff contribute to the gathering of information and all staff new how to do this and where the ILP's were kept. Regular informal daily conversations and half termly staff meetings also enhance all practitioner's knowledge of the needs of all children. Communication about children is effective. Outcomes for children with SEND are analysed across all areas of learning, using the development journal and sensory profiles, where applicable, and practitioners demonstrated their knowledge. The routines of day are set out to ensure that all children feel secure and also have fair and safe access to the indoor and outdoor areas. Adjustments to the routine are made as and when needed, considering all the elements that can affect children's wellbeing and enjoyment. Planning in based on a broad weekly theme e.g. science and activities are planned linked to the children's interest as well as areas of the EYFS. All practitioners contribute their ideas to the weekly planning based on their knowledge and observations of the children. Every morning the room lead also briefly discusses the planning with the team. The reviewer observed children who were confident and engaged and adult interactions were purposeful and supported learning.
Working with children and parents/carers of children with SEND	The reviewer received one questionnaire from a parent of a child with SEND. The parent is happy with the provision and the level of communication they have with the staff in the nursery. They commented that 'Nancledra has been great about setting aside a one-on-one provision for River and they have taken a lot of care to carry out the goals set aside by SALT. We feel they have thought through his additional needs and ways to support him and have carried that out well at their setting.' The parent praised the practitioners for talking to them about their children regularly via regular face to face meetings and email. The parent stated that 'everyone has been very supportive and allows us to help make decisions. They always ask for our input and

	listen closely if we aren't sure of a particular direction or approach and that practitioners always take time to talk to them.' Parents felt that they were fully informed about progress on referrals and likely next steps. The parent reported that they have some understanding of the jargon around send indicating that the setting has explained the process well and will need to continue to do this, so it becomes more familiar to the parent. The nursery uses learning journeys to record children's achievements and progress at home and in nursery. This is an effective strategy for sharing with all parents and children. Practitioners complete the learning journey with the child, so their voice is captured within the journal. Before this they used a digital system, but they wanted to remove the digital barrier for both practitioners and parents, and they felt the digital system didn't allow the child to have a voice. The learning journeys are kept in the children's trays so that children can get them out to look at them and share them with friends. For the children in the baby room they also have a daily diary where they record information for parents around what they ate, sleep, nappies. Parents are offered a termly parents evening where they are invited in to look at their child's learning journal, meet other parents and ask any questions they may have. The SENDCo has also made a leaflet about her role which she shared with all parents. The children that the reviewer observed and spoke to were very happy and they confidently talked about what they were doing. Practitioners knew the children well and were aware of how to meet their needs.
Assessment and Identification	The 2 year old check is carried out in the setting, and they have a process for informing their health colleagues of the outcomes and highlighting any concerns immediately. The nursery has well developed and effective assessment systems. Children's attainment is effectively tracked, using development journal, and weekly meetings with the SENDCo, manager and room leads supports early identification and the implementation of strategies and support. Children with SEND are focussed on and practitioners are held accountable for the progress of all children. The assessment systems are also effective in the identification of need as it clearly indicates where children may not be at expected levels. Following some recent training at a literacy conference the setting is going to trial an assessment system called 'The doughnut' as a way of identifying children who are less confident so that they can plan to support children in this area.
The efficient use of resources	All staff have regular supervision meetings, where all children's outcomes and progress is a core element of the discussions. It is very clear that staff know the expected level of accountability. The discussions are

	supportive and enable to manager to provide additional support and training for staff, if required, wherever possible. The Key person system is well embedded in the setting and all practitioners know all children well. This ensures that absence/changes of shifts/holidays have a minimum impact on children and parents. Practitioners regularly attend training in all areas of development, and they also work closely with outside professionals when they visit the setting. An example of this is the sensory circuit intervention that they have recently implemented to support children with their sensory needs and regulation.
The quality of SEND provision	The nursery has found it difficult to find Level 3 qualified practitioners and new practitioners often find the responsibility and pay to be a barrier, but it is very clear that they maximise the resources available to them. The ethos of the nursery shines through in the way that all staff understand their responsibilities towards all children alongside the open and honest conversations that are held both within the team and with outside professionals. The admission and transition processes support children and families well. The home visits are a particular strength as the manager and SENDCo can use the information they have gained, to ensure that children are welcomed into an environment which has been carefully planned to meet their needs.
General feedback & thanks	Thank you for the very warm and friendly welcome; I thoroughly enjoyed my visit. It is clear that Nancledra Pre school is a special place for many children and their families; and they were very keen to tell me this! Thank you particularly to Sara, Leanne and Liz as well as all the practitioners and who spent time with me and so clearly communicated their passion and commitment to the preschool.
Recommendations and agreed priorities	Continuing to use this review will enable Nancledra Pre school to reflect on and enhance its work with children with additional needs. The suggestions below will be helpful in creating an action plan for the journey. • Further develop records to ensure that parental contributions are more clearly and explicitly represented e.g. by putting the parental feedback form into the child's learning journey • Further develop your admission policy to include home visits and the list of questions that may be asked during the visit. • To incorporate transition procedures into the SEND policy

	• When finances allow consider, all staff being trained in specific strategies that are used to support individual children e.g. PECS if appropriate • Develop a mission statement that reflects the SEND Code of Practice and underpins the settings values and ethos. • Consider using a room provision map to celebrate practitioners' strengths and the provision. The Inclusive provision document on eth services for school portal could support with this. <u>Cornwall Services for Schools</u>
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