

EY563211



Natalie Miles
Special Educational Needs Coordinator (SENCo)

With over 10 years' experience in early years SEND provision, I support children and families to access the help they need to thrive. I hold Level 3 qualifications in Early Years and Early Years SENCo and have extensive experience working with children with a wide range of additional needs.

As SENCo, I work with families, staff, and external professionals to identify needs, coordinate support, and promote inclusive practice, ensuring every child can reach their full potential.

Our Commitment: We provide a nurturing, inclusive environment where every child feels valued, supported, and able to succeed.

Our Commitment We believe every child is unique. By working collaboratively with families and professionals, we create an inclusive environment where children feel safe, valued and supported to thrive.

How do you identify that a child is not meeting appropriate age related milestones?

At Bath Opportunity Preschool, referrals may identify a need for a specialist early years placement (see our Admissions Policy). We work closely with children, families, and professionals to understand each child's needs and strengths. Using the Assess, Plan, Do, Review approach, we create and regularly review a personalised My Plan to ensure the right support is in place and that every child has the opportunity to thrive.

How will you communicate with other providers who care for a child, or with providers who will be caring for the child?

As soon as a referral has been accepted the transition process is arranged. This may be the child's first education setting or a move from another provision or a shared placement. Where there is a shared placement an agreement is set up between BOP and the shared setting prior to the child starting. A meeting will be arranged with the family and the Professionals involved to discuss the best way forward and how we can support the child. We ensure that we understand the child's needs and any additional requirements such as specialist equipment and or training. We welcome and encourage all who are involved with the child and their family to visit us. Multi-agency meetings such as TAC are supported, an important communication tool to ensure a smooth and fluid transition.

I maintain positive relationships with families through open communication, regular updates on progress, and clear guidance on support available and ways to help at home.

Every child is assigned a Key Person who supports their transition into nursery and acts as the main contact for their family.

We work closely with parents and carers, recognising them as experts on their child. Through regular communication and review meetings, we share progress, celebrate achievements, and identify any additional support that may be needed.

We value strong partnerships with families and offer opportunities to connect through events and our Stay and Play sessions, led by our Family Support Worker. These sessions help children and families build confidence, develop relationships, and become familiar with Bath Opportunity Preschool before they start.

How do you provide an enabling environment for all the children in your care? Are there quiet areas and fully accessible spaces?

The space at BOP is a wonderful open plan safe environment that enables all children to fully access the indoor and outdoor spaces. All resources and the environment is set up to optimize each child's learning experience. We also have access to a small sensory room and an outdoor summer house which allow us to do small group work in quiet and calm environments that better suit the needs of our children.

What qualities, skills and experience do you (and your staff) have to support a child's unique needs?

The large majority of staff at BOP are qualified in Early Years and they are passionate, caring and dedicated team committed to contributing to an established quality provision. They have ongoing professional development for working with children with SEN. All staff use Makaton with the children and are willing to attend relevant training to support each child's individual needs.

