



First Steps Bath

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Special Educational Needs and Disabilities (SEND) Local Offer

Twerton & Moorlands Community Nursery/Pre School



Helping children and their families make their
First Steps to a better future providing quality
family informed services



First Steps Bath

What are First Steps aims?

First Steps Bath is committed to ensuring that all services are fully accessible to all children and in providing for the individual needs of children and adults with disabilities and / or special educational needs.

'First Steps sees each child as an individual, a curious learner, nested in a support system of family, friends, professionals and the wider community. It is only by working in partnership with all elements of the child's world that children can be enabled to reach their full potential'

How we identify and support children and their families?

By working in close partnership with parents valuing their detailed knowledge of their child we meet regularly and review a child's progress. We measure progress using the Early Years Foundation Stage, reviews and observations and support staff with training in child observation and assessment.

Any areas of specific need are identified and raised with the parents and the setting special educational needs coordinator (SENCO), to gain a rounded picture. The SENCO is a member of staff who has additional support and training in identifying and supporting children with SEN. We then use a graduated approach, four stages of action, assess, plan, do and review. At each stage working closely with a range of other services, Health Visitors, Speech and Language Therapists and the Early Years SEND inclusion team to promote equality of opportunity. We make more focused observations of the child, check developmental milestones against developmental expectations and then put into place some targeted opportunities or activities. This would be recorded within the child's "My Plan".

What is SEN support?

When a child is identified as needing extra support, this is always discussed with the family. Any actions are agreed jointly and are tailored according to the child's needs. This may include providing extra support within the setting, or making a referral to an external agency and responding to their recommendations. All decisions are recorded and shared on a 'need to know' basis.

What experience do the staff have of helping children with additional needs?

- Monitoring
- EYFS
- Staff Training

There is an experienced SENCO and Manager in each setting who have both supported many children with a wide range of additional needs.



How we promote positive relationships and ensure good, ongoing communication with families?

Each child has a key person appointed to them as a primary point of contact for the family, although there are other staff who get to know the child closely. The key person is normally available for brief conversations when leaving or collecting the child, but also meets with the family at least 3 times each year to review the child's progress. Further meetings can be arranged at the parent's request and in order to ensure the child is fully supported.

Team Around the Child (TAC) meetings are arranged for all children with any type of additional needs. These meetings include all that the family wish to invite and professionals involved with the child and family. As soon as a new school or other provider is identified they are invited to TAC meetings offering an opportunity to create a unique and detailed transition plan for the child.

Would the building be suitable for my child and our family?

Our buildings are fully accessible, being light and airy, with accessible toilets and level access to the garden. There are also quieter, small rooms where the staff or other professionals work with individuals or small groups.

The environment is planned to be 'Communication Friendly' i.e. with calm colours to help children to focus on each other and on the adults. Makaton signing is used routinely as are visual timetables, and prompts.

How does First Steps help children when they move to school?

As soon as the new school or another provider is identified, they are Invited to Team Around the Child meetings. These meetings offer an opportunity to formulate a detailed transition plan, individual to the child.

