



Closing the Gap - our commitment to accelerate the achievement of vulnerable groups of children in our setting

(Vulnerable groups include children with SEND, looked after and children living in poverty, boys, EAL, post adoptive children, some ethnic minority groups, travellers and children in the armed forces)

- We promote an ethos of attainment for all pupils
- We have an individualised approach to addressing barriers to learning
- We focus on high quality teaching and deploy the most appropriate staff to support disadvantaged children

To find each child's starting point upon entry to the setting we:

- collect information on the children from the parents/carers before they join
- gather information from other settings or childminders which the child has been in contact with, if appropriate and with the parents/carers consent
- give each child a key person before they join the setting
- arrange settling-in sessions for the child and family prior to the start date
- observe every 'unique child' from their first day at the setting
- organise a developmental record which the key person is responsible for keeping up to date throughout the time the child attends the setting by adding: observations, learning stories, photographs, records of discussions with parents/carers and the child, home learning observations and next step planning

How is this information used?

- The observations are linked to the EYFS and these are used to write 'next steps' for the child. Next steps are shared with parents/carers and invited to add their own observations and comments.
- Regular meetings are held with the parents/carers to discuss progress, include their feedback and plan strategies and set goals for the child
- Tracker documents are completed at the end of term; these are used by the key person to assess their progress from their starting point and put into place actions to support any areas identified as not progressing at the expected rate.
- The tracker results for all children attending the setting are analysed; we look for trends and make decisions based on this data; such as staff deployment, the provision, resources, training needs of staff and action plans.

- Individual next steps are written for those children who require them and shared with parents/carers; additional strategies are also put in place to support the child when needed.
- Outside agencies are contacted if required: telephone SEN Surgeries and Community Nursery Nurse, for example.
- Early Help Assessment forms (EHA) are completed with the families' permission and involvement should we feel the child and/or family require additional support from other professionals via Cambridge County Council or NHS, for example.
- End of term trackers are also used to monitor the progress of all children at the setting; from one term to the next
- The setting has two named SENCo members of staff:

Diana Church - SENCo Lead Practitioner and Third in Charge

Bethany Peck - SENCo Practitioner

Adopted: Spring term 2023

Review date: Spring term 2024

Signed on behalf of the setting: *Lisa Tuohy*

Position: Headteacher

Policy co-ordinator: Diana Church