



Special Educational Needs Coordinator (SENCo)- Natalie Miles

About me...I work 4 days a week at the Bath Opportunity Preschool (BOP) specialist site and one day a week as SENCo at Twerton First Steps. I have been a SENCo for about 8 years now. I have been a 1:1 support for children in mainstreams as well as gaining significant knowledge and experience through my role at BOP. I am level 3 Early Years qualified and have my Early Years SENCo Level 3 qualification. I have a huge passion for working and supporting children and families with SEND. I love travelling, and learning about different cultures. I am a big foody and vegetarian! I love a good scented candle to relax!

"The whole process so far has been incredibly valuable to us. From being first put in touch with Natalie the SENCo and then the speech and language therapy. Everyone has our daughters best interests at heart." (Twerton First Steps Parent)

My skills and experience...I am a trained Thrive practitioner (Supporting children's Social and Emotional development). I work with two other thrive practitioners across First Steps sites. Some of my training experiences include; ADHD, Sensory processing, Autism, Pathological Demand Avoidance (PDA), Autism and Mental Health, Autism in girls Child protection, regular working closely with Speech and Language therapists, Occupational Therapists, paediatricians etc. I have significant experience working with children with a range of additional needs.

My role as SENCo- to lead meetings and support staff with implementing support plans and targets. To ensure we sustain high standards of inclusion throughout the nursery. I refer to other agencies and will lead on putting further support in place in nursery and for school if needed. I work closely with the Manager Louise to create targeted staff training, upskilling the team to support a range of children's individual needs. At First Steps Twerton we also have Helena (Practice Supervisor), Kizzi (Toddler Room) and Laura (Preschool Room) that also have their SENCo Level 3 qualification.

Identifying a need for support; We follow curriculums within the Early Years Foundation Stage that support staff to identify any delays or gaps in learning. All practitioners and the SENCo tune into the strengths a child has, identifying areas of need, to target and support the child to reach their full potential. We use tools like observations, learning summaries, Progress checks at age 2 and Wellcomms speech and language assessment, to assess learning and target delays/needs. We follow the BANES Strengths based approach to SEND (Pen Green); identifying a child's strengths, to inform and plan for supporting a child's emerging needs.

Providing an enabling environment; Targeted group work, upskilling staff and regular SEND training for staff team to identify and support children with SEND. Daily use of visuals as a further communication strategy; pictures and Makaton signing. Outdoors provision is an ongoing project for us to be ensuring all children have access to learning and targeted work when outdoors. Ongoing reasonable adjustments to the environment, to meet the individual needs of all our children. Our own sensory room, used daily for targeted individuals and group sensory and calm time.

Putting support in place; This may look like starting the Graduated Approach (Assess, plan, Do and Review cycles) through observations of the child, parent discussions, liaising with a health visitor following 2 year checks. This can look like, but not be limited to.. individual targets, targeted group work, increase in adult support, TAC meetings, making referrals to relevant agencies. This will all be building up a picture of evidence, so that should we feel there is a level of need for increased or sustained support, we would seek your permission to access nursery Inclusion funding (ISF).

Our inclusive ethos... to have strong working relationships with families, outside agencies and between staff teams. We are proactive in initiating early intervention, have strong knowledge to sign post correctly, and will be a constant support through difficult conversations and challenging days. We consider the support needed for the whole family and have an open door policy.

Transitions to school; When all children move onto school, a handover is given. For any child in our setting with a level of need/support in place, we do enhanced transition meetings, visits and make these individual to the child's needs. Should your child require a level of support for moving onto school, we may discuss Transition funding (TSF) or depending on the level of need/diagnosis made, increased support of an Educational health and Care Plan (EHCP). We are experienced in supporting transitions to both mainstream schools and specialist schools, and for supporting parents to make the right decision for their child.

Ask us about BANES Local offer; rainbow resource scheme, Twerton SEN stay and play groups and how we can support families further with English as an additional Language (EAL).

If you have any concerns or just want some advice, pop in or call/email for child's Key person, SENCo or Manager.