**Cognition and Learning Needs High Quality Universal Provision**

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| **How will you keep my child safe and cared for?**   * Setting to collect clear and concise information about individual children prior to admission, including specific questions about parental concerns * Information on children’s needs shared with all relevant staff. * Wherever possible the child will remain within the appropriate age group. * Individual care plan in place to support specific care needs * Policies acknowledge that differentiation may be needed to take account of the individual needs of children * Settings will signpost families to the Local Offer. |
| **What activities, adult interactions and support will be provided to help my child learn?**   * Cycle of observe, assess, plan, do and review provides differentiated opportunities for individual children’s needs and specific strategies to   support Learning Difficulties.   * Staff are aware of how to differentiate for children with LD and understand the need for differentiation to support children with Learning Difficulties. * Provide a small step approach to learning new skills, simplified language reinforced by multi-sensory approaches. * Consideration of positioning and seating to support learning. |
| **How will I / you know my child is making progress?**   * Key staff are aware of referral procedures to other agencies including health, education and social care. |

**Cognition and Learning Needs SEN Provision**

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| **How will you keep my child safe and cared for?**   * High quality universal provision * Individualised play plan in place identifying specific lifting and handling strategies, delivery of medicines and flammable substances (oxygen) fire-safety and evacuation plans. |
| **What activities, adult interactions and support will be provided to help my child learn?**   * An environment that supports the sensory and movement needs of the child to assist their involvement and engagement. * Additional communication strategies including Makaton, objects of reference, use of cause and effect to indicate some choices. * Sensory environment (experiences) regularly used along with massage and physical prompting. * Frequent opportunities for individual or small group within the room or on a withdrawal basis. * Specific provision including appropriate positioning to enable learning and use of specialist supportive equipment to facilitate access to all setting   activities.   * Additional advice and support from specialist services. * Individualised programmes implemented with support from Occupational Therapist and Physiotherapist teams. * Support to facilitate social interaction. |
| **How will I / you know my child is making progress?**   * Specific small step targets to support areas of development will be included and identified support and strategies implemented across all sessions. * Progress of these will be monitored regularly. |