

Bear Hugs Nursery - Local Offer

Following the introduction of the Children and Families Act (2014) AND the SEND Code of Practice (2014), local authorities are required to publish and keep under review information from services that are available for children and young people with SEND aged 0-25. The intention of this local offer is to improve choice and transparency for families. From the Local Offer, parents and carers will know what they can reasonably expect in their local area.

Questions	Answers
<p>1) How does the setting / school / college know if children/young people need extra help and what should I do if I think my child/young person may have special educational needs?</p>	<p>Every child receives a Two Year Check that tracks their development and progress within the three prime areas of learning. The Two Year Check is discussed with the child's parents where they are invited to add their own comments on their child's progress.</p> <p>All parents can access their child's portfolio at any time and are able to discuss their child's progress with the child's key person at either a meeting, via email or as they bring or collect their child.</p> <p>The SENCO in the setting monitors if any child is not meeting their development needs or is not demonstrating progress within areas of learning. If this is found to be the case, the SENCO will implement an ISP (Individual Support Plan) and next steps to help support that child.</p>
<p>2) How will early years setting / school / college staff support my child/young person?</p>	<p>Each child is allocated a key person who will observe and record the progress of the child. If the key person has any concerns about the development of the child they will inform the SENCO at the nursery.</p> <p>The role of the SENCO is to work alongside the key person to monitor the child and help children reach their goals. The early years advisor is available to discuss specific issues or visits the setting to advise on available resources. The SENCO will contact outside agencies if they need to be involved and seek support to help the child. Sometimes, the outside agency may carry out a one-to-one session with the child to observe and suggest strategies, such as speech and language or behavioural issues.</p>

<p>3) How will the curriculum be matched to my child's/young person's needs?</p>	<p>The key person will create an individual portfolio for every child attending the nursery and use the information obtained from observations to plan Individual Future Provision for that child. The Future Provision is used in conjunction with the nursery's weekly planning to ensure resources are provided to support each child in their play and development. If a child has additional needs they will have an ISP (Individual Support Plan) that is used by the key person and SENCO to monitor, record and support the child's next steps for specific pre-set goals.</p>
<p>4) How will both you and I know how my child/young person is doing and how will you help me to support my child's/young person's learning?</p>	<p>All children will have an Initial Observation on starting the nursery and weekly observations, which are related to the Early Years' Milestones and used to plan the child's next steps. Each term the child's development is tracked to ensure each child is making progress.</p> <p>Parents are invited to a Two Year Check meeting to discuss their child's development within the three prime areas of learning. In addition, parents are able to have unlimited meetings with their child's key persons at a time to suit them. Also, staff are available at the beginning and end of each session to talk to parents about their child's emotional and social wellbeing, learning and development. Parents are able to take their child's portfolio home to read and, on request, can have copies of their child's next steps.</p> <p>The child's key person will inform parents of any concerns or areas of development that they are working towards with their child, keeping parents involved at all times. The setting can provide a home-link book that facilitates messages and questions from the home and nursery to be communicated. At the start of each term the children take home a Parent Involvement Form that enables parents to inform the setting of home events, ask questions and share news and concerns.</p>

<p>5) What support will there be for my child's/young person's overall well being?</p>	<p>The setting has Behaviour Management, Special Needs Intimate Care and Nappy Changing policies and procedures that are displayed in a folder at the entrance to the nursery and on the nursery's website.</p> <p>All children will be given the opportunity to talk about any unacceptable behaviour they may demonstrate and provided with the reason why the behaviour is not acceptable.</p> <p>All staff receive Paediatric First Aid training. With parental signed permission staff are able to administer medication to their child during the nursery session. At the end of the session parents receive written confirmation of the member of staff, time of day and the dosage that was administered to their child.</p>
<p>6) What specialist services and expertise are available at or accessed by the setting / school / college?</p>	<p>The nursery has a trained SENCO (Special Educational Needs Coordinator) who is trained in the Code of Practice and Inclusion for SEND. Also, the SENCO has attended the ELKLAN; Speech and Language Support for 3-5yrs. The setting has access to, and will work alongside, outside agencies that are relevant in supporting the child to achieve their full potential such as, the Early Years Advisor, Speech and Language teams, Virgin Care, Health Visitors and Social Workers.</p>
<p>7) What training are the staff supporting children and young people with SEND had or are having?</p>	<p>The SENCO (Special Educational Needs Coordinator) is trained in the Code of Practice and Inclusion for SEND. Also, the SENCO has attended the ELKLAN; Speech and Language Support for 3-5yrs. The SENCO has access to relevant courses and forums that support and increase their knowledge of SEND.</p>
<p>8) How will my child/young person be included in activities outside the classroom including school trips?</p>	<p>N/A</p>

<p>9) How accessible is the setting / school / college environment?</p>	<p>The nursery is set in a spacious hall that is all on ground level with a ramp from the hall into the garden area. The garden is also on one level with flat surfaces and a path that extends the length of the garden area. Inside the hall the setting has a disabled toilet.</p> <p>The noticeboards within the setting are of child-height and they display words and images that represent the different cultures and languages of children attending the setting. The setting can provide a home-link book to relay messages for parents who have EAD (English as an Additional Language). The nursery has a member of staff who is fluent in Italian.</p>
<p>10) How will the setting / school / college prepare and support my child/young person to join the setting / school / college, transfer to a new setting / school / college or the next stage of education and life?</p>	<p>Before children start at the nursery they are invited to a visit with their parents to look around, join in activities, receive information about the routines of the setting and ask questions. The parents and their child complete an All About Me booklet that is used by their key person to support the child's transition into the nursery with resources, games and conversations that reflect the child's abilities and interests.</p> <p>The setting has a WOW tree that displays children's photographs and interests that are discussed at circle times so children are able to link home and nursery activities.</p> <p>The transition to school is supported by the key person having a meeting with the reception teachers, where they discuss the individual child's progress, using the learning journeys, the child's friendship groups and any additional support they feel the child could require. Within the final term the children have access to books relating to school that are read and discussed with the children.</p>
<p>11) How are the setting's/ school's/college's resources allocated and matched to children's/young people's special educational needs?</p>	<p>If a child is found to require the additional support of alterations to the premises, specialised resources and/or staffing, the setting will apply for additional funding and grants, so that the child is supported in achieving their full potential.</p>

<p>12) How is the decision made about what type and how much support my child/young person will receive?</p>	<p>If observations and assessments by the SENCO and key person show that a child could require additional support to achieve their full development potential, the parents are invited to a meeting to discuss the concern and asked for signed permission to involve other agencies. Parents will be constantly informed of any meetings between their child and outside agency and be provided with feedback from the nursery and other agencies.</p> <p>Decisions regarding the type and amount of support for each child will be based upon the information shared between parents, child, nursery and outside agencies. If required, the owner will apply for additional funding to support additional resources and staffing that has been highlighted by the shared discussions, observations and assessments.</p>
<p>13) How are parents involved in the setting / school / college? How can I be involved?</p>	<p>At the start of each term parents receive a Parent Involvement Form where they can provide information about their child, suggest ideas and ask questions. The information is use within the setting's planning of resources and activities.</p> <p>All children have a Two Year Check where parents attend a meeting to discuss their child's progress. Parents are able to arrange a meeting at any time that is mutually convenient with their child's key person to discuss progress and look through their child's portfolio.</p>
<p>14) Who can I contact for further information?</p>	<p>Parents can talk to their child's key person as they bring or collect their child, pre-arranged meetings or via a home-link book. Alternatively, the manager, deputy manager or SENCO are available for the parents to discuss any matters that concern their child. The manager should be contacted to ask about arranging a visit and/or registering a child to join the setting.</p> <p>All communications from parents can be via telephone, email, text or look at the nursery website for more details on the nursery's local offer, policies and procedures. Information about local services can be found on the Surrey local offer website.</p>